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ABSTRACT

This report presents a proposed plan for addressing South Carolina's teacher recruitment and retention needs and ensuring that there is a highly qualified teacher workforce. Section 1, "Critical Issues Facing the Teaching Profession," describes the current status of teaching and includes background information and possible problems the state faces in ensuring a competent, caring workforce. Section 2, "Recommendations for Rebuilding the Infrastructure of South Carolina's Educational System," includes recommendations and action steps for policymakers. Section 3, "Current Recruitment and Retention," recaps the teacher recruitment and retention efforts currently underway in the state, including efforts by the South Carolina Center for Teacher Recruitment and other agencies and organizations. Section 4, "Teacher Recruitment Efforts Throughout the United States," provides a state by state summary of best practices across the country to ensure a high quality teacher workforce. The report contains 11 recommendations based on the endorsements made by the National Commission on Teaching and America's Future in "What Matters Most." The recommendations are followed by actions to consider. Seven appendixes contain results of surveys and sample enabling legislation. (Contains 19 references.) (SM)

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ED 426 993

Strengthening *the profession* that shapes South Carolina's future – Teaching

A Report Prepared by the
South Carolina Center for Teacher Recruitment

December 7, 1998

SP038292

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Executive Summary

"Strengthening the Profession that Shapes South Carolina's Future — Teaching" is a proposed plan for addressing South Carolina's recruitment and retention needs as well as ensuring that we have a highly qualified teacher workforce. The report was written at the request of Governor David Beasley by staff members at the South Carolina Center for Teacher Recruitment with input from a cross section of educators and policy makers.

The writers of this report view it as a catalyst for further discussion and refinement to rebuild the infrastructure of South Carolina's educational system. We must give teachers the support and education they need to teach our children to accomplish the high standards that have been established by the 1998 South Carolina Education Accountability Act. South Carolina's education goals for higher student achievement cannot be reached if we do not focus on the quality of our teaching force.

South Carolina's teacher shortage became a reality more quickly than predicted because of enrollment increases, retirements, reductions in class sizes at the primary grades, the implementation of full-day kindergarten programs, and the increase in requirements for high school graduation. While these policy changes are positive steps designed to raise student achievement, they have combined to exhaust the supply of teachers in almost every area of certification. At the same time, South Carolina is producing 30% more teachers than it was a decade ago.

Recent studies have concluded that teacher expertise is the single most important factor influencing student learning. The public knows that teaching gives more back to America than any other profession. A recent survey conducted by Recruiting New Teachers, Inc. and Louis Harris concluded that teachers ranked in second place behind parents as having the most influence on career choices. The consensus of the survey findings is the need to place primary emphasis in school reform on teacher quality (RNT, 1998).

There are four sections to the report: **Section One** describes the current status of teaching and includes background information as well as pos-

sible problems our state faces in ensuring a competent, caring teacher for every child in the State. **Section Two** includes recommendations and action steps for policy makers that will help South Carolina rebuild the infrastructure in our educational system we need to reach high levels of student achievement. **Section Three** recaps the teacher recruitment and retention efforts that are currently underway in South Carolina — efforts by the South Carolina Center for Teacher Recruitment and other agencies and organizations. Finally, the **Section Four** provides a state by state summary of best practices across the country to ensure a high quality teacher workforce. The Appendices contain results of surveys and sample enabling legislation.

This report contains eleven recommendations based on the endorsements made by the National Commission on Teaching and America's Future in *What Matters Most.* The recommendations are followed by "Actions to Consider." The staff members at the South Carolina Center for Teacher Recruitment with input from other educators and policy makers have brought the recommendations this far. They require further discussion and refinement. By preparing teachers with the skills and knowledge needed to teach in the next century, we will help ensure that students learn at high levels and become productive citizens of our great state.

If we want to achieve the ambitious goals that have been set forth in the Education Accountability Act, future teachers will need to be the best prepared our State has ever known. Young people who are interested in the teaching profession want to help children by making a difference. They want to feel successful and do meaningful work. They also want to support their families.

All parts of the teacher supply pipeline are interrelated. Desired results are not achieved when policies and programs treat these connected parts as if they were independent of each other. The success of the rest of the continuum of teacher development depends on aggressive recruitment efforts. Recruiting and retaining talented and diverse candidates will require an ongoing, consistent effort if quality teachers are to be available to all students.

Recommendation 1: **Participate in national, regional, state and local networks that will position South Carolina to comprehensively strengthen the teaching profession.**

Recommendation 2: **Implement a seamless continuum of teacher recruitment.**

Recommendation 3: **Develop a Diverse Teacher Workforce**

Recommendation 4: **Reinvent teacher education**

Recommendation 5: **Streamline the certification process by removing barriers and making it less cumbersome to applicants.**

Recommendation 6: **Enable Mid-Career Changes to Teaching**

Recommendation 7: **Increase teacher salaries to the national average for teachers to make them competitive with neighboring states and other professions.**

Recommendation 8: **Provide incentives to teachers to entice more teachers to fill existing vacancies, to reward good teaching and to encourage more teachers to obtain certification in critical need areas.**

Recommendation 9: **Improve teacher retention**

Recommendation 10: **Assist school districts with streamlining hiring procedures.**

Recommendation 11: **Include indicators of teacher quality on the report cards required by the Education Accountability Act (e.g., number of teachers who have National Board Certification, number of teachers who are teaching on an out-of-field permit, etc.).**

The South Carolina Center for Teacher Recruitment gratefully acknowledges the many citizens of South Carolina who provided input into this report. We believe that collectively we have the wisdom, knowledge and expertise in this State to develop a plan to ensure a teacher workforce that will lead South Carolina to high levels of student achievement.

This report was requested by Governor David Beasley on September 8, 1998. We appreciate the opportunity to provide recommendations that will strengthen the teaching profession and enhance the attractiveness of education careers in our State.

The most important educational investment a state can make is in highly qualified teachers.

South Carolina has a history of "fits and starts" in education reform. The recommendations included in this report will take courageous leadership and policy makers and educators who will be willing to commit to the reforms instead of looking for another quick fix. We are talking about rebuilding the infrastructure of South Carolina's educational system, and as our counterparts in business know, this cannot be done overnight.

The focus of this report is the recruitment and retention of South Carolina's teacher workforce. However, it is difficult to talk about recruitment and retention without dealing with other issues that affect teacher quality. It was not within the scope of this study to investigate the cost impact of these recommendations. Our goal is to outline strategies and suggestions for having a competent, caring teacher for every child in South Carolina.

This report summarizes the current status of the teacher workforce throughout the nation and specifically in South Caro-

lina. It reviews policies that affect the quality of teachers and the ability to recruit and retain teachers for our State's classrooms.

We believe this report is a work in progress. It is our hope that this report will serve as a catalyst for further discussion on ways that issues involving teacher quality can be enhanced.

We would like to thank the thousands of dedicated, hard working teachers in our State who put the lives of their students at the top of their priority list day after day. It is our great hope and desire that these strategies and recommendations will help us build a cadre of teachers as committed as those who have gone before them and with the skills and knowledge to lead us into the next century.

Sincerely,

Janice H. Poda

Janice H. Poda, Ph.D.
Director
South Carolina Center for Teacher Recruitment

December 7, 1998

Section One

Critical Issues Facing the Teaching Profession

Background

Teaching is key to learning. Teacher qualifications are far and away the most important influence, outside home and family, on student achievement. The preparation and on-going learning of teachers is of critical importance to our State's future. We must give teachers the support and education they need to teach our children if we are to accomplish the high standards that have been established in conjunction with the 1998 South Carolina Education Accountability Act. South Carolina's education goals for higher student achievement cannot be reached if we do not focus on the quality of our teaching force.

The birthright of every child is to have a competent, caring teacher.

- Governor Jim Hunt of North Carolina
What Matters Most

South Carolina's schools are faced with challenges ranging from managing growth to breaking intergenerational patterns of under-education and poverty. While some regions of South Carolina are the envy of economic developers across the nation, the isolated rural areas are declining in population and shrinking economically. Rural districts face enormous challenges when it comes not only to recruiting capable, caring, and committed teachers but to retaining them once they are found. They also often have the highest proportion of young people growing up in poverty. The lack of "quality of life" factors such as shopping, universities, entertainment and/or housing are compounded by having the lowest teaching salaries and the fewest benefits.

A record number of students are entering our State's classrooms, and the numbers are increasing each year. These enrollment increases are occurring at the same time that "baby boomers" are reaching retirement age. The vast majority of teachers who are approaching retirement are women. This may be the last generation of women who went into teaching because there were limited opportunities in other fields. In 1998, women have many more career options. New

- 1/4 of all teachers nationwide are age 50+; average age is 43
- 1/3 of American teachers have been in profession 20+ years
- In 1988, the average years of experience for teachers in South Carolina was 13.8 years

opportunities for women, although welcomed, will require working smarter to recruit and train a new generation of teachers. The percentage of male teachers in the U.S. (26.5%) continues to decline. South Carolina has the lowest percentage of male teachers (16.8%) in the nation.

In the recently passed 1999 federal budget, Congress allocated funding to hire approximately 30,000 new teachers nationwide to reduce class sizes in the crucial early grades. These funds are targeted for needy school districts as part of a seven-year plan to hire 100,000 new teachers. South Carolina's share of this funding for the 1999-2000 school year is $14.4 million and can be used to reduce class sizes in kindergarten through sixth grade. Based on South Carolina's average teacher salary of $34,600, which does not include fringe benefits, the State might have enough money to hire at least 343 more teachers. Supporters of this plan see it as a means of accelerating our State's efforts to improve schools — depending on school districts' ability to house the additional classrooms and to find teachers to fill the vacancies. Critics are taking a wait and see approach and are interested in proof that this money makes a difference.

National trends in teacher supply and demand have been exacerbated in South Carolina by recent policy changes designed to raise student achievement. While taking the positive step to reduce class size in the elementary schools, the supply of elementary and early childhood education majors — a field that has been on the list of surplus areas for at least a decade — was exhausted. The implementation of full-day kindergarten doubled the number of kindergarten teachers in the State. Also, the increase of four additional courses for high school graduation has put an additional strain on already hard to fill subject areas (e.g., mathematics, science, foreign language).

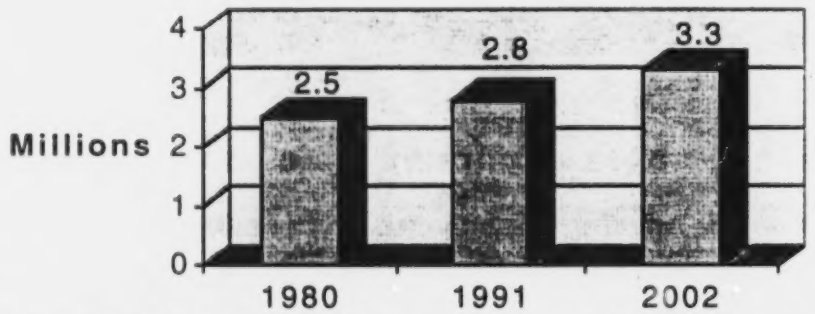
Nationally, in the next ten years, we will need to recruit 2.2 million teachers — a hiring challenge equivalent to replacing every doctor in this country more than two and a half times over (RNT, 1998). One-half to two-thirds of these teachers will be first time teachers. During the 1998-1999 hiring season in South Carolina, at least 1,627 first-time teachers were hired. (Data are available from 77 out of 86 school districts.)

While the sources that predict the future needs for teachers are very credible, we cannot totally rely on this information to make decisions. The future is determined by unpredictable events — one policy decision can greatly impact the State's supply of teachers. We will always have a need for good teachers. Our policies and decisions should be based on what we need to do to ensure good teachers no matter what our immediate needs.

The supply of newly prepared teachers dropped sharply throughout the 1970s and

1980s and began to increase during the late 1980s. Between 1972 and 1987, the number of bachelor's degrees conferred in education plummeted by over 50%, from nearly 200,000 annually to under 100,000. The decline was especially severe for academically able minority candidates and women, who shifted their preferences from education to business, health professions, law and other occupations. If current trends continue, we can expect only 150,000 newly prepared teachers produced each year for the more than 200,000 openings to be filled. The number of teachers produced in South Carolina increased by 30% over the last decade (1987 – 1,424; 1997 – 2,032). At the current graduation rates, teacher education programs will produce about three fourths of the teachers needed during the next decade.

America's Teaching Force



Nationally, according to the National Commission on Teaching, fewer than 75% of America's teachers can be considered fully qualified: e.g., having studied child development, learning, and teaching methods; holding degrees in their subject areas; and having passed state licensure requirements. Nearly one fourth of all secondary teachers do not have at least a college minor in their main teaching field. It is unclear how South Carolina's teachers compare to teachers nationally because the State Department of Education discontinued collecting needed data and publishing a supply and demand study in 1991.

State	% Uncertified Teachers (Teachers who have not met one or more requirements for initial certification	% Math Teachers without at least a minor in math	% Science Teachers without at least a minor in science	% Social Studies Teachers without at least a minor in social studies	% English Teachers without at at least a minor in English
All States	**8%**	**31%**	**17%**	**17%**	**22%**
South Carolina	**14%**	**29%**	**22%**	**14%**	**13%**

Source: National Center for Education Statistics, 1994

In contrast to the 1980s, current teacher education students have better academic records than most other college students. The overall qualifications of new recruits entering the profession is stronger than ever before.

Why Quality Counts

In a national opinion poll conducted by Recruiting New Teachers, Inc. and public opinion analyst Louis Harris in August and September 1998, the public indicated that quality teaching is the basic building block of better schools, and that better teachers are the key to the American dream. The quality and caliber of teachers was chosen as having the "greatest influence on student learning" by more than half (55%) of the American people (RNT, 1998).

Teaching is the essential profession – the one that makes all other professions possible.

In one of the largest-scale studies of the past decade, Harvard professor Ronald Ferguson found that the single most important factor influencing student learning was teacher expertise. This study of more than 2,000 school districts concludes that every additional dollar spent on more highly qualified teachers netted greater improvements in student achievement than did any other use of school resources.

In a study that compared a group of exceptionally effective elementary schools to a group of low-achieving schools with similar student populations, the differences in teacher qualifications and experience accounted for 90% of the variances in student reading and mathematics scores at grades three, six and eight. Another large group of studies has found that teacher preparation in both subject matter and teaching methods has a significant effect on student achievement. Teachers who are fully prepared and certified in both their discipline and in education are more highly rated and successful with a wide range of students than are teachers without preparation (Darling-Hammond, 1996).

> "Standards for student learning, standards for teaching excellence; better recruitment; improved teacher education, induction, and development; new incentives for continuous development of teacher knowledge and skills; schools organized for learning — these are the core building blocks for strengthening the profession that shapes America's future — and the key elements for systemic reform in education" (Haselkorn, 1997).

Recent federal legislation passed by the reauthorization of the Higher Education Act (HEA) recognizes the need for teachers to know and do more than ever before to teach all students at high levels of achievement. Title II of the HEA, "Teacher Quality Enhancement Grants," includes three new competitive grant programs focused on teacher development. The legislation provides $300 million for the initiative in 1999. It also requires report cards on teacher colleges and provides up to $5,000 in loan

forgiveness for educators who pledge to teach in needy communities for five years. See Appendix A for more details about the grants.

South Carolina needs to position itself to apply for these grant funds to accelerate our efforts towards improving the quality of teaching in our State.

If we want to produce a workforce of teachers ready to meet the challenges before us, we must answer the following questions:

- How can we best use higher teaching standards to improve the prestige, image, working conditions, compensation and overall attractiveness of the profession?

- How can we lower unnecessary barriers and/or opportunity costs for entering teaching by such measures as loan forgiveness, work/study in the schools, national community service, etc.?

- How can we develop model career corridors that link school-age exploration of teaching careers (e.g., ProTeam, Teacher Cadet, etc.) and post-graduate preparation programs (and, eventually, employment)? Might such corridors be set up in a Governor's School for Teaching to create an inter-generational community of inquiry around teaching and learning?

- How can we reach out to potential career "influencers" such as teachers themselves, former teachers, guidance counselors, parents, clergy, and civic and community leaders to help cultivate teaching's next generation? How can teacher organizations play a more prominent supportive role in attracting teaching's next generation?

- How can we tap nontraditional pools for teaching (such as para-educators, other school employees, youth workers, mid-career professionals, parent volunteers, males, etc.) and prepare them most effectively?

- What sorts of policy tools do states and districts need to ensure that teacher recruitment and development are more coordinated, coherent, and effective?

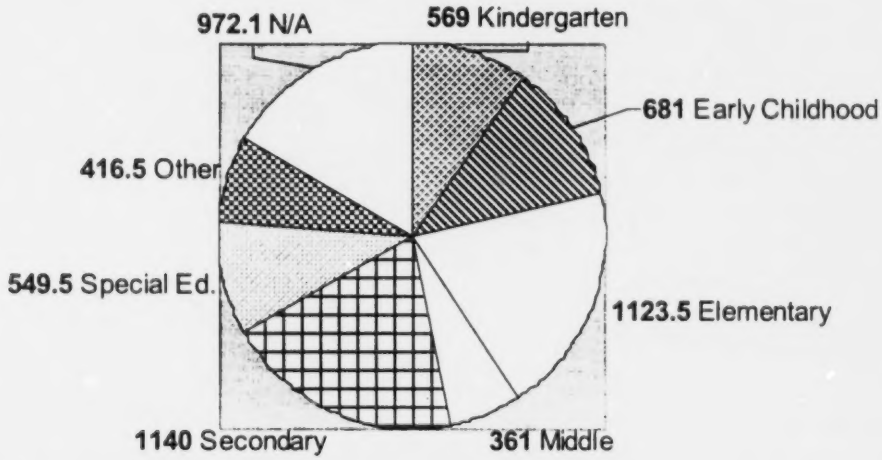
The rest of this report attempts to provide some possible answers to these questions and possible considerations for action.

Overview of Teacher Supply

In 1991, 15% of all schools in the United States reported that they had vacancies they could not fill with a qualified teacher. According to the 1997 *Teacher Supply and Demand in the United States* report, no education field is determined to have a considerable surplus (AAEE, 1997). This study found considerable shortages in the south-

southeastern states in all fields of special education and in the areas of physics, chemistry, mathematics, Spanish, technology education, general science, English as a second language, physical and earth science, computer education, Japanese, French, German, bilingual education and library science. Schools with higher minority enrollments had the most difficulty filling vacancies. Out-of-field teaching is common in areas where shortages exist. The differences in teacher qualifications across schools account more than any other factor for the differences in student achievement. In many instances, the problem is not with the supply of teachers but with the distribution of teachers to areas of greatest need.

1998-99 Teaching Areas of All New Hires and Transfers



Contributing Factors to the Supply of Teachers

There are a number of factors that contribute to the problems related to the supply of teachers and the knowledge and skills they bring to the classroom. These factors include the following:

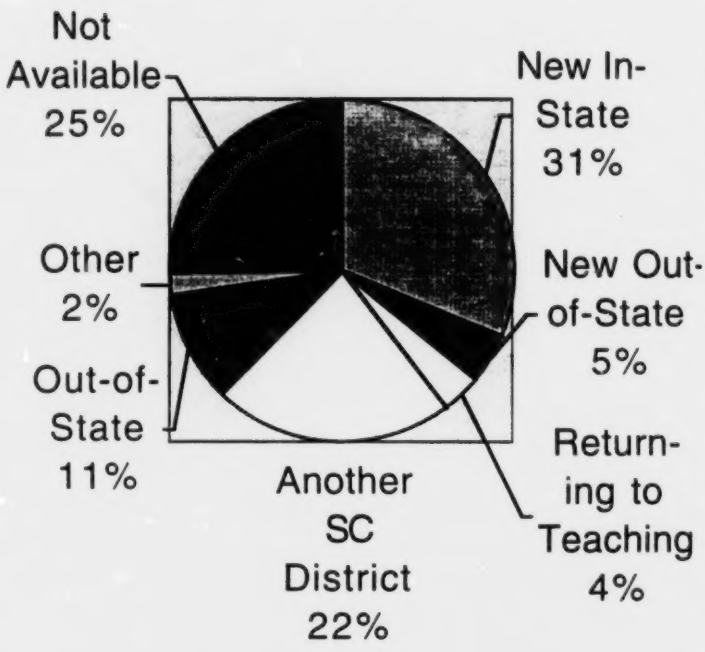
Challenges of Rural School Districts

South Carolina's most challenging classrooms are often forced to make do with the least qualified teachers — limiting educational opportunity for thousands of children who could benefit most from quality teaching. Too many school districts are sacrificing quality for quantity to meet the immediate demand of putting a warm body in front of a classroom. Some rural districts have an especially hard time recruiting and retaining teachers due to a lack of housing, shopping, dining and entertainment.

In a study conducted during the 1996-97 school year by the South Carolina Association of Rural Educators, the second most often mentioned concern of rural educators was teacher recruitment. Among teachers who responded to the survey, retention was an even greater concern. Teachers commented that the best and brightest

teachers were leaving within two to three years from the rural setting for the advantages of the metropolitan communities. Rural educators observed that many rural districts and schools were in a constant training mode due to the teacher turnover. These schools lacked stability in working with students and had difficulty in implementing educational innovations designed to increase student achievement. Administrators in rural areas related horror stories of last minute teacher recruitment that ended unsatisfactorily. Concerns about the quality of life and the lack of adequate housing were expressed by young teachers in these areas. South Carolina's rural educators recommended that rural areas be given top priority for critical needs funding and that the South Carolina Center for Teacher Recruitment broaden its scope to provide more training in retention activities for personnel directors and other administrators.

Sources of New Hires



Challenges of Minority Recruitment

When South Carolina began dismantling its dual school systems and integrating schools, the teacher workforce reflected the racial makeup of the student population in the State. Approximately 35% of all teachers were ethnic minorities. During the years since integration and the realization of civil rights in our society, the percentage of minority teachers has declined significantly. Currently, a little over 16% of South Carolina's teacher workforce is composed of ethnic minorities while the student minority population has increased to 43% of the school-age population. Nationally, a third of America's students are minority while only 13% of its teachers are, and that gap is growing. According to a study conducted by Recruiting New Teachers, Inc., more than 90 percent of the nation's districts need minority teachers. In fact, 42% of America's schools have no teachers of color at all (Haselkorn, 1997).

On a positive note, the percentage of ethnic minorities entering teaching in South Carolina has more than doubled in the past decade, but the increase has not kept

pace with the number of minority teachers leaving the profession due to retirement or entry into another profession. In the 1998-99 hiring season, at least 17% of all teachers hired in South Carolina were minorities.

South Carolina has a history of minorities who have struggled and made heroic efforts to pursue a quality education. The struggle continues with minority students most likely to have the least qualified teachers.

In a recent 1998 report which examined 19 states, *Miles to Go* published by Southern Education Foundation, South Carolina had the largest disparity between blacks who go to institutions of higher education and the population between the ages of 18-24. If we are going to increase the percentage of minority teachers in South Carolina, we must expand the pool of minority students pursuing a college degree. To prepare all students for a global economy and a changing world, all students need role models from different cultural and ethnic backgrounds who can help enrich the curriculum, who can help ensure that assessments are free from bias, and who help strengthen relationships between parents, communities and schools.

Counseling Students About Critical Needs Areas

With the elimination of a state-wide teacher supply and demand study in 1991, teacher education programs have not had timely, systematic data in a number of years to assist them in counseling students considering a career in education. In an October 1998 survey sent to colleges and universities in South Carolina with teacher education programs, information was requested to determine how students are advised of the shortages and surpluses in the teaching profession. The faculty of teacher education programs were asked to respond to two questions: 1) Indicate the specific programs and techniques used to recruit teachers in subject areas where there are on-going shortages (e.g., science, mathematics, business education, vocational education, media specialist), and 2)What is the role of the college advisor in encouraging students into critical needs areas? How is the effectiveness of these efforts measured? For individual program responses, see Appendix B.

Of the fourteen colleges with teacher education programs that responded to the survey, half responded that undergraduate education majors are provided with some information on critical needs subject areas and teacher shortages. However, this information is not communicated to students through a planned, systematic structure but through introductory education courses, orientations, and the distribution of scholarship/loan information. Only one program highlighted workshops/camps to promote an interest in science, a critical need area both state-wide and nationally. The majority of teacher education programs focus on student recruitment into the program and not recruitment to specific subject areas.

Some efforts have been made to encourage institutions of higher education to offer preparation programs in critical needs areas through performance funding. Performance funding, as currently being implemented, will reward teacher education programs for producing teachers in critical shortage areas. This effort should be continued and expanded to provide start-up costs for programs in critical shortage areas.

The colleges reported that advisors in teacher education programs counsel students in making decisions regarding coursework, loans, scholarships, and in some programs, providing information on teacher supply and demand. Overall, advisors provide academic support and encouragement but there are no concentrated efforts to encourage students to pursue critical needs subject areas nor has the effectiveness of such efforts been measured. South Carolina should reinstate the collection of data that will provide the basis for producing a comprehensive supply and demand study that would be made available to teacher education programs and school districts.

Mismatch Between Needs and Supply

In 1996, the Southeastern Association for School, College and University Staff (SEASCUS) surveyed school employers in 11 Southeastern states to determine which teaching fields were experiencing surpluses of candidates and which fields were experiencing shortages of candidates. Little change in the fields experiencing surpluses and shortages in teacher candidates was found. The authors of the study concluded, "The continuing mismatch between the teacher candidates prepared by higher education and the needs of school districts was a calamity hurting American education." This State would benefit from forums where K-12 educators and teacher educators could discuss the teacher "product" needed and the preparation of teachers.

Loss of Teacher Candidates Not Entering Profession

Ironically, while shortages often lead to the hiring of unqualified teachers, a great many prospective teachers do not enter the profession after they complete their preparation. Nationally, of those who prepared to teach in 1990, only about three fourths applied for teaching jobs and only 58% actually entered teaching the year after their graduation; the proportion is even lower for minority teacher candidates. Some of the teacher education graduates choose to enter teaching later; others do not. Some education students prepare to teach as a form of insurance, while pursuing other possible career opportunities. Additionally, some teachers decide not to enter teaching when they encounter barriers from districts' hiring practices.

Testing of Teachers

South Carolina has used a basic skills tests for the last two decades as one of the criteria for admission to teacher education programs. The recent elimination of the outdated Education Entrance Exam (EEE) and the decision to adopt the PRAXIS I exam as the basic skills exam (except for those students who exempt this requirement by scoring above the national average on the SAT or ACT) are steps in the right

direction. Passing scores on the PRAXIS I as well as both parts of the PRAXIS II exams (Principles of Teaching and Learning and the Specialty Area Exams) should be set so that they are legally defensible using accepted methodology recommended by the Educational Testing Service (ETS). Other licensed professionals — doctors, lawyers, public accountants — pass or fail according to whether they achieve a particular score on the test, which indicates mastery of the knowledge required in their particular specialty. Cut off scores should reflect whether teachers have the skills to teach — not that they were in the top half of all test takers.

Educators understand the impact knowledgeable teachers have on high student achievement and want high standards for everyone — including teachers. When fair, reasonable, high standards are set, higher education institutions should be held more accountable for their graduates. To ensure quality teacher preparation programs, higher education institutions should also be held accountable for the number of graduates who enter the teaching profession. Through data collected from school districts, teacher education programs should use information from teacher evaluations and turnover rates of their graduates to improve their programs. Assigning a college contact as well as a school-based mentor will help new teachers cope with the demands of the profession.

Out of Field Permits

The ways in which states keep data regarding out-of-field teaching is inconsistent and can be misleading. For example, in South Carolina a teacher can be teaching up to half the time in an area he/she is unprepared for and not be considered out-of-field. With South Carolina's current data collection method, there is no way to determine how many teachers are teaching up to 50% of the day in an area in which they do not have at least a minor. As of the first week in November 1998, the State Department of Education has issued 359 out-of-field permits. Historically, most of the out-of-field permits issued in this State have been in the area of special education.

In a study conducted by the Columbia Group in 1997, over half of the high school students who were taught physical science in the Southeast were taught by a teacher without a major or minor in the field. Less than one-third of physical science teachers in the region reported both certification and a major in the subject. Almost half of the high school students in the Southeast were taught history by a teacher without a major or minor in the subject. It appears that scheduling convenience contributes to the problem. It is reasonable to assume that South Carolina's numbers are similar. Not only are students more likely to receive high-quality instruction from a teacher who is properly qualified, but out-of-field teaching imposes stresses on teachers by placing them in jobs for which they are not qualified.

If South Carolina is serious about improving SAT scores, we must find a way to en-

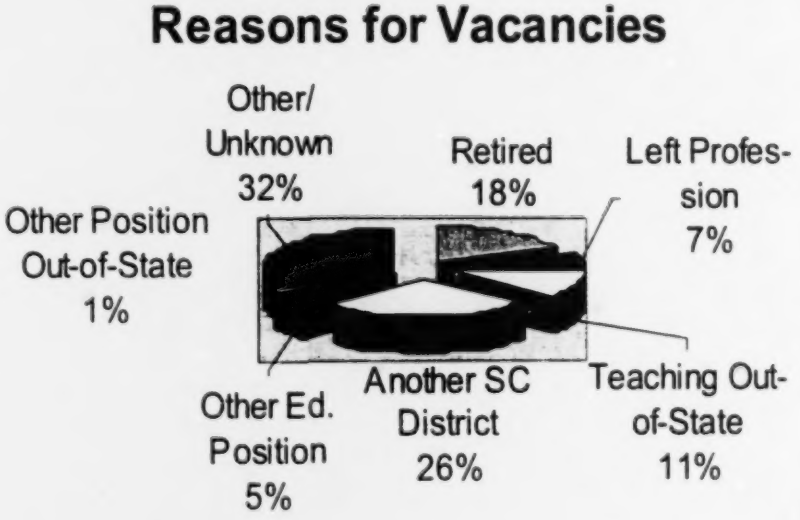
sure all most teachers are teaching in their field of preparation.

Salaries

While teachers' salaries have improved in recent years, they remain lower than those of other similarly-educated workers. Overall United States teachers earn 20 to 30% less than workers with the same amount of education and experience. The average annual earning of physicians is generally six times that of a classroom teacher — yet, teaching tops the list of professions deemed of "providing the most important benefit to society" by the American public, outscoring doctors by three-to-one (RNT, 1998). On the other hand, the poverty level for a family of four in 1996-97 (the last year that we have beginning teachers' salaries for all states in the country) was $16,050 — just a few thousand dollars less than a beginning teacher's salary in most states. Teachers as professionals lost ground to all other workers in the nation, whose salaries rose by nearly a full percentage point after inflation in 1997, according to the U.S. Department of Labor. Typically, teachers in suburban districts earn more than those in cities or more rural communities within the same area. These variations contribute to surpluses of qualified teachers in some locations and shortages in others, and they influence teacher retention, especially early in a teacher's career. Those who are better paid tend to stay in teaching longer than those with lower salaries (National Commission on Teaching and America's Future, 1996).

Teacher Turnover

Because of the competition to fill jobs and the increasing demands on teachers, South Carolina districts are experiencing greater turnover rates as teachers move from one school district to another or leave the profession altogether. Nationally, we lose 22% of new teachers in the first three years — and close to 50% in our urban areas. Teachers in shortage fields tend to leave teaching more quickly and at higher rates than other teachers. Imagine the public outcry if a quarter of all new doctors left the profession after their first three years. A 1997 national study conducted by Boe, Bobbitt, and Cook found that only one-third of those who left teaching reported that they never intended to return.



Attrition rates appear higher, but in fact teachers are still employed as teachers — usually in a nearby district. Districts with the ability to pay higher salaries and provide better working conditions are most likely to attract the best teachers.

Competition for teachers is bringing about practices that make many South Carolina school personnel administrators wary. Some districts have expressed concern about the chances they are being forced to take to fully staff their classrooms. Some districts have resorted to telephone interviews and offering contracts to candidates sight unseen. In other cases, they are hiring individuals and taking risks on candidates with less than desirable records or experience.

Another disconcerting practice is the active recruitment of teachers under contract. A number of personnel administrators have expressed frustration over the actions of their peers to openly solicit applications from teachers employed in neighboring districts. This practice has the most devastating effect on the school districts that pay the least amount, and usually are among those with the lowest student achievement. These practices are evidence of the lack of qualified, eligible candidates for existing teaching vacancies.

Fewer Teachers Returning to Profession

In the past, school districts often relied on recruiting former teachers who had dropped out to raise families or to try other careers, but in recent years this strategy has yielded little. Currently, only about 7 percent of former teachers each year are returning to teaching (NCES, 1997). During the 1998-99 hiring season in South Carolina, only 4% of the new hires were teachers returning to the profession. Teachers who leave teaching for several years and return require significant professional development upon their return to bring them up-to-date with changes that have taken place in their absence.

Fewer Out-of-State Teachers

Out-of-state teachers who are new to the state are a major source of supply for some states. South Carolina has not always found recruiting out-of-state to be cost effective. During the first five years of teaching, national studies indicate that the majority of teachers return within 100 miles of where they grow up. South Carolina imports approximately 15% of its teachers from out-of-state, but as recently as the early 1990s almost 50% of the initial certificates issued were to out-of-state applicants. In fact, some "export" states consider South Carolina as the place to send new graduates to be inducted into the profession so that they can return in a few years as experienced teachers. Serving as the "induction capital of the teaching profession" is not a distinction the educational system in South Carolina needs.

Summary

If we want to achieve the ambitious goals that have been set forth in the Education Accountability Act, future teachers will need to be the best prepared our State has ever known. Young people who are interested in the teaching profession want to help children by making a difference. They want to feel successful and do meaningful work. They also want to support their families.

All parts of the teacher pipeline (the identification, recruitment, selection, training and certification of teachers) are interrelated. Desired results are not achieved when policies and programs treat these connected parts as if they were independent of each other. The success of the rest of the continuum of teacher development depends on aggressive recruitment efforts. Recruiting and retaining talented and diverse candidates will require an ongoing, consistent effort if quality teachers are to be available to all students.

Section Two

Recommendations for Rebuilding the Infrastructure of South Carolina's Educational System

Section Two contains recommendations and strategies to strengthen the profession that shapes South Carolina's future. These eleven recommendations are based on the endorsements made by the National Commission on Teaching and America's Future in *What Matters Most*.

Teaching is about serving your country and being patriotic.

Richard Riley,
U.S. Secretary
of Education

The staff members at the South Carolina Center for Teacher Recruitment (with input from other educators and policy makers) have brought the recommendations this far. The recommendations require further discussion and refinement. We hope these recommendations and action steps will serve as a catalyst to strengthen the teaching profession by rebuilding and enhancing the infrastructure of our educational system. By preparing teachers with the skills and knowledge needed to teach in the next century, we will help ensure that students learn at high levels and become productive citizens of our great state.

Develop a Foundation for Strengthening the Teaching Profession

With representation from broadly diverse groups committed to working on strengthening the teaching profession, we can ensure that the recommendations that are listed below are appropriate. The State needs to consider putting networks in place to ensure that the other recommendations are obtainable. A comprehensive, rather than piecemeal, review of teacher policy that collects and analyzes a common core of information in light of the National Commission on Teaching and America's Future's recommendations and South Carolina's political context is critical. The development of a comprehensive strategic plan for teacher development will help the public and practitioners' understanding of key issues critical to improving the quality of teaching.

Recommendation 1: Participate in national, regional, state and local networks that will position South Carolina to comprehensively strengthen the teaching profession.

Partner With the National Commission on Teaching and America's Future

South Carolina can take the next steps toward ensuring high levels of academic performance by the State's students by becoming a partner with the National Commission on Teaching and America's Future. Becoming a Partner State with the National Commission on Teaching and America's Future will position South Carolina to do the following:

- Share strategies, progress, and experiences with other partner states
- Collect and share data across state lines
- Align key teacher licensure and recruitment policies (e.g., reciprocity and incentives to "move' teachers to where the jobs are, common definition of out-of-field teaching)
- Contribute to and evaluate model legislation and policies
- Access effective state and local policies and best practices
- Collaborate on the development of teacher assessment and teacher induction and mentor/assessor programs
- Create state-level action plans that link the state's system of teacher development to more rigorous student standards and related school reforms
- Participate in networking opportunities in-state and across states through institutes and conferences

Action Step: Submit a proposal to become a Partner State with the National Commission on Teaching and America's Future.

Seek Teacher Quality Enhancement Grants

Three new competitive grant programs that focus on teacher development are available from the U.S. Department of Education through the Higher Education Act. These grant funds would accelerate South Carolina's efforts toward improving the quality of teaching in our State. Partnership status with the National Commission on Teaching and America's Future and a commitment to improving the quality of teaching in the State would help ready South Carolina for some of the available funds.

Action Step: Position the State to apply for and obtain grants available from the U.S. Department of Education through the Re-Authorization of the Higher Education Act.

Develop a Database to Collect Needed Information

South Carolina does not collect all the data that it needs to make informed decisions. Much of the data has been too time consuming to collect from all teachers in the State. However, improvements in technology should make this process less cumbersome to school districts and will provide much needed data to help accurately advise educators and potential educators of the supply and demand of teachers and administrators in the State. It will also help us determine which teachers are teaching out-of-field and the areas of greatest need.

Action Step: Develop and implement a needed data collection system to ensure 1) a systematic collection of teacher supply and demand data, and 2) in-field and out-of-field data by course. Provide teacher education programs with timely, systematic data to assist them in counseling students considering a career in teaching.

Implement a Seamless Continuum of Teacher Recruitment

South Carolina is consistently recognized as a leader in the field of teacher recruitment for its innovative and successful pre-collegiate teacher recruitment programs — Teacher Cadet and ProTeam. These programs provide early encouragement and information to students in the critical years when the majority of them make decisions about their career choices. However, we have some gaps in the teacher supply pipeline that need to be filled in order to provide a seamless continuum of teacher recruitment efforts.

Recommendation 2: Implement a seamless continuum of teacher recruitment.

Expand the Teacher Cadet Program

The Teacher Cadet Program, a high school based honors course that explores the teaching profession and gives students the opportunity to work firsthand with students in teacher-like activities, is currently offered in 75% of all high schools in South Carolina. We believe all high school students in the State should have access to this program.

Action Step: Provide Teacher Cadet classes in every high school in South Carolina.

Expand the ProTeam Program

The ProTeam Program includes a challenging course and accompanying club designed to interest middle school students in the education profession before they become "turned off" to the possibility of a career in teaching. ProTeam targets students from populations typically underrepresented in the teaching profession — males and minorities — and encourages them to pursue a college degree and consider a career in teaching. The ProTeam Program is currently offered in approximately 25% of all middle schools in South Carolina.

Action Step: Provide ProTeam classes in every middle school in South Carolina.

Implement Education Clubs

There are a handful of clubs currently in operation in South Carolina that help interest middle and high school students in the teaching profession. Clubs are an excellent vehicle to involve students in teacher-like activities and encourage them or keep them interested in pursuing a career in teaching. Clubs also serve as a bridge between ProTeam and Teacher Cadet Programs already in place in the State and fill in one of the gaps we currently have in the teacher supply pipeline.

Action Step: Implement middle and high school clubs that encourage students to consider teaching as a profession (bridge between the ProTeam and Teacher Cadet Programs).

South Carolina Teacher Loan Program

The South Carolina Teacher Loan Program provides financial assistance to undergraduate and graduate students who are interested in pursuing a degree in education. The program has been in effect since 1984 and has provided a number of teachers in critical needs subject areas and in rural schools. Recent studies indicate that as few as 53% of loan recipients repay their loans through teaching service. We recommend some modifications to the Teacher Loan Program (see Appendix C) to make the loan more attractive to potential teacher candidates. This program may warrant further study to ensure that it is providing the benefit for which it was designed.

Action Step: Improve the South Carolina Teacher Loan Program.

South Carolina Teaching Fellows Program

Modeled after the highly successful North Carolina Teaching Fellows Program, the mission of the South Carolina Teaching Fellows Program will be to recruit talented high school graduates into the teaching profession and to help them develop leadership qualities.

The Teaching Fellows Program will provide a $6,000 per year scholarship for four years to 200 outstanding South Carolina high school seniors. Recipients must be legal residents of South Carolina. Upon acceptance of the scholarship, the student agrees to teach for four years following graduation from college in one of South Carolina's public schools. If the recipient cannot repay the scholarship through service, the loan is repaid to the State with 10 percent interest.

The Selection Process

A collaborative process that occurs at the school district and regional level selects Teaching Fellows recipients. Selection committees will be composed of volunteers who are educational, political, business and community leaders from across the State.

The Program

Year-round enrichment activities and programs will be designed specifically for Teaching Fellows. Participating institutions will provide a full-time faculty member to serve as a Teaching Fellows Campus Director to work closely with the Center for Teacher Recruitment staff to develop the enrichment programs. Course topics such as "The At-Risk Student", "Leadership in the Classroom" and "Cultural Diversity" will

prepare Fellows to think in new ways about school structure, collegiality, and parental involvement. Enrichment programs could become a catalyst for change in teacher education programs if these course offerings are incorporated in the general curriculum.

Structured observations and tutoring along with field experiences beginning in the freshman year will provide Teaching Fellows with pre-student teaching experiences. Along with campus directors, mentors, faculty sponsors, advisors and graduate assistants will be involved with the development of students. See Appendix D for suggested enabling legislation.

Action Step: Implement a Teaching Fellows Program for college students.

South Carolina Governor's School for Teaching

The South Carolina Governor's School for Teaching (SCGST) is part of a plan to improve the State's public schools by establishing a school dedicated to teachers and teaching. The State needs to develop new and creative approaches to fostering excellence in teaching. The mission of the South Carolina Governor's School for Teaching will be to recognize the State's outstanding career teachers by providing renewal experiences which will encourage them to remain in the teaching profession, to provide a laboratory where aspiring teachers can work along side exemplary experienced teachers, and to enhance the study of teaching and teachers by high school and college students who are aspiring to enter the profession.

The School's faculty will be comprised of exemplary teachers and professors who are responsible for designing and implementing seminars for teacher renewal and institutes for high school and college students who want to major in education in college and become teachers. With the exception of a few permanent staff members, the exemplary teachers and professors will be "borrowed" from schools and colleges and universities for two-year appointments. Their service at the Governor's School for Teaching will provide a period of renewal and leadership development.

The School will be designed to include classrooms, meeting rooms and residential units. A retreat environment will be sought that will allow teachers and aspiring teachers to be creative, to utilize innovative teaching strategies, and to practice ways to help elevate student achievement.

We recommend that the Governor appoint a state-wide committee of educators, businessmen, and government employees to use this concept to oversee the development of the organizational structure, programs, and facilities. Additional work groups will assist with planning guidelines for the administration and operations, program planning and research, facility planning and site alternatives, development and public relations.

We recommend that the Governor's School for Teaching report to a representative Board of Trustees (ensuring representation by teachers) functioning as an independent unit with a separate program and budget. The chief administrative officer of SCGST will be a director appointed by the Board. The director will have full responsibility for school management, including program initiatives, policy implementation, and staff supervision. An annual report on programs, services and developmental activities will be submitted to the Board and the Governor's Office and the General Assembly.

Programs planned for experienced teachers should reward excellence in teaching, renew participants professionally and personally, and retain teachers in South Carolina's schools. Teachers who participate in the renewal workshops should receive credit toward licensure renewal. Programs for aspiring teachers should be intellectually rigorous and promote professionalism and collegiality. Teacher participants may be recruited to assist with institutes and to serve as mentors for aspiring teachers. Institutes for high school and college students to engage in content-rich and intellectually rigorous discussions with distinguished teachers, professors and leaders are recommended.

To inform key clientele groups of SCGST aims and programming and to generate broad-based support for the School, the trustees and staff will need to institute a state-wide public information program. By establishing the South Carolina Governor's School for Teaching, South Carolina will place itself at the forefront to improve the quality of teachers and teaching thus improving the achievement of students. The School will be an expression of the public's support for excellence in education. It represents the most important educational investment a State can make in highly qualified teachers. See Appendix E for proposed enabling legislation.

Action Step: Establish the Governor's School for Teaching.

Expand Para-educators to Teachers Efforts

Another promising source of teachers for South Carolina's schools is Para-educators. There are currently more than 500,000 paraprofessionals in classrooms in the U.S. Para-educator-to-teacher programs are bringing into the teaching profession nearly six times more minority teachers than the current pool of candidates studying education.

Many of the paraprofessionals currently working in our schools are excellent candidates for teacher recruitment. A large percentage of paraprofessionals are people of color who enhance the potential for increasing the percentage of minority teachers. Paraprofessionals frequently come from communities that are experiencing teacher shortages and are most likely to remain in their communities after certification. For

example, Coker College has been operating a small program that gives para-educators from rural communities the opportunity to become certified teachers. During the past 14 years, that program has produced more than 150 qualified and certified teachers for Darlington, Chesterfield, Marlboro, Lee and neighboring counties. Many of these teachers are members of minority groups. Much like the paraprofessionals enrolled in the program sponsored by the South Carolina Program for the Recruitment and Retention of Minority Teachers at South Carolina State University, paraprofessionals should be provided with encouragement, incentives, and preparation programs leading to full teaching certification and educational leadership.

Model programs throughout the country have the following components:

- *Grant credit for life and work experience*
- *Offer classes at nontraditional hours*
- *Provide support and counseling*

South Carolina should expand its current efforts to recruit para-educators with a program that includes opportunities for para-educators from all school districts to attend the college program of their choice. One of the keys to the success of this program is to make programs easily accessible to para-educators so that they can attend school while juggling the responsibilities of a job and family. We should also explore the possibilities of distance education for para-educators using available technology. Para-educators with classroom experience should be exempt from some requirements for practicums and student teaching.

Action Step: Expand current efforts to recruit para-educators with a program that includes opportunities for para-educators from all school districts to attend the college program of their choice.

Remove Caps on Retirement

Teachers become eligible to retire after 30 years of service. Many teachers are capable of and have an interest in teaching after they reach retirement age. The cap on earnings for retirees prevents retired teachers from returning to the profession even on a part-time basis.

Action Step: Remove caps on retirement pay so retired teachers may return to teaching (see Appendix G for sample proposed enabling legislation).

Encourage Part-Time Teachers

There are a number of former teachers and those with education degrees who would like to teach but are not interested in full-time employment. School districts should find ways to utilize this source of teachers by making part-time teaching situations possible.

Action Step: Encourage job sharing for teachers who may only want to work part-time.

Develop a Diverse Teacher Workforce

The recruiting strategies and best practices listed throughout this report are also effective for recruiting and developing a diverse teacher workforce. However, the number of teachers from underrepresented populations has declined or remained low to the point that these populations need a "jumpstart" to make the teaching profession attractive to them. In addition to the other recommendations in this report, we recommend the following action steps to ensure a diverse teacher workforce.

Recommendation 3: Develop a Diverse Teacher Workforce.

Action Step: Target recruitment programs for students of color, ranging from college-based efforts to national outreach campaigns.

Action Step: Enhance and expand programs designed to reach students of color while they are in high school or middle school.

Action Step:: Strengthen relationships between students of color and significant adults who are essential to recruiting teachers.

Action Step: Encourage South Carolina's historically black colleges and universities to develop partnerships with the Southern Education Foundation (SEF) and other similar organizations to benefit from their collective wisdom and resources.

Reinvent Teacher Preparation

The preparation of teachers is one of the most important functions performed by institutions of higher education. The teacher education programs have made great strides in recent years in strengthening communication between the liberal arts departments and the education departments and making teacher education the responsibility of the entire institution. Content must be balanced with subject specific pedagogy — a balance that is best determined by the age of the student with whom the teacher will be working. As standards for students increase, so must standards for prospective teachers and experienced teachers.

Recommendation 4: Reinvent teacher education.

Develop a Performance-Based Teacher Preparation System

Many colleges realize the need to strengthen new teachers' skills and grasp of their subjects. The Standards-based Teacher Education Project (STEP) is being pilot-tested in Georgia where professors are using grant monies to redesign their courses and requirements to bring them in line with higher state and local standards. The project has been expanded to Maryland where over a three-year period, teams of university

faculty members and pre-collegiate teachers will use K-12 standards and new teacher assessment requirements to redefine their preparation programs.

NCATE is moving towards performance-based standards by the year 2000. All public institutions with teacher preparation programs in South Carolina are required by the Commission on Higher Education policy to have an NCATE accreditation visit by spring 1999. Some private colleges in the State have or are seeking NCATE accreditation. The work of states that are moving toward a performance-based licensure system should be studied and South Carolina should move toward performance-based teacher education and licensure.

Action Step: Develop a system of performance-based teacher education and licensure system using NCATE performance-based standards, National Board standards and INTASC standards as the basis of the system. Align standards for the teaching profession with standards for accreditation (and performance funding) of teacher education programs.

Provide More Diverse Teaching Experiences

Schools of education have increased and strengthened the clinical experiences of teacher education majors. The prospective teacher must spend a large portion of his or her preparation working with experienced teachers in diverse settings. Teacher education programs must require teacher candidates to have diverse experience as part of their training. Student teaching in predominantly white middle class schools and classrooms only does not prepare teacher candidates for working with diverse students in urban and high-poverty environments.

Action Step: Require teacher education programs to provide teacher candidates with diverse field experiences as part of their training.

Ensure Diverse Role Models for Aspiring Teachers

Teacher education programs should seek and ensure that minority teachers are trained as cooperating teachers and that student teachers have the opportunity to work with teachers from different cultures and ethnicities. Colleges may have to swap placements of students to make sure that all aspiring teachers are exposed to and prepared for the realities of teaching.

Action Step: Ensure that aspiring teachers have diverse role models by training cooperating teachers from different cultures and ethnicities.

Provide Realistic Curriculum

As the number of students from diverse backgrounds increases, teachers n[illegible]d to learn to collaborate with other teachers to develop appropriate instruction f[illegible]ch student. The teacher education curricula should also focus on a variety of tea[illegible]ing

situations where individuals may begin teaching. Faculty members and deans in teacher preparation programs should use the following questions as the basis for revisions or additions to their curricula:

- How will this course or experience help teachers teach their students?
- How will this course help students learn?
- How should student achievement standards guide what teachers teach?

Action Step: Require teacher education curricula to prepare candidates for the types of teaching situations in which individuals may be placed, including urban and high-poverty environments.

Professional Development Schools

Teacher education programs and K-12 schools should develop sustained partnerships to improve the training of preservice teachers and the continuous development of veteran teachers. These Professional Development Schools should be the sites of exemplary teaching by both college and K-12 faculty.

Action Step: Provide grant funds in a separate line item to be administered by the Commission on Higher Education for th establishment of professional development schools which will conform to state and national standards and which will ensure more effective performance based on clinical training and preparation.

Increase Programs in Critical Subject Areas

Often colleges do not offer teacher preparation programs in critical need areas because these programs are expensive to operate. Start up costs of new programs also make offering new programs in critical need areas cost prohibitive. It would be beneficial to South Carolina to provide financial incentives to encourage colleges to open teacher preparation programs in critical need subject areas or to operate off-campus programs for non-traditional students in critical geographic areas.

Action Step: Provide financial incentives to encourage colleges to open teacher preparation programs in critical need subject areas and/or to operate off-campus programs for non-traditional students in critical geographic areas. Provide incentives to low-wealth districts to train experienced teachers in critical subject areas.

Testing of Prospective Teachers

Educators understand the impact knowledgeable teachers have on high student achievement and want high standards for everyone — including teachers. When fair, reasonable, high standards are set, higher education institutions should be held accountable for their graduates.

Action Step: Set fair, reasonable, high standards for passing scores on tests for certifi-

cation (e.g., PRAXIS I and PRAXIS II — Principles of Teaching and Learning and specialty area tests) and hold higher education institutions accountable for their graduates.

Use Feedback to Enhance Programs

To ensure quality teacher preparation programs, higher education institutions should also be held accountable for the performance of their graduates who enter the teaching profession. Through data collected from school districts, teacher education programs should use information from teacher evaluations and turnover rates of their graduates to improve their programs. Assigning a college contact as well as a school-based mentor will help new teachers cope with the demands of the profession.

Action Step: Hold higher education institutions accountable for improving their teacher preparation programs by reviewing data on the number of graduates who enter the teaching profession, and the evaluation and turnover rates of graduates.

Match Supply With Demand

With limited resources and a growing need for teachers in critical subject and geographical areas, educators from K-12 and teacher education programs would benefit from discussing the product needed from teacher education programs.

Action Step: Convene forums where K-12 educators and teacher educators discuss the teacher "product" needed and the preparation of teachers.

"There's no word in the language that I revere more than 'teacher.' None. My heart sings when a kid refers to me as his teacher and it always has. I've honored myself and the entire family of man by becoming a teacher."

Tom, Prince of Tides
by Pat Conroy

Streamline the Certification Process

The current certification process is a cumbersome obstacle course that has little to do with excellence and much more to do with filling out paperwork. Our State needs a demanding yet flexible, common sense certification process.

Recommendation 5: Streamline the certification process by removing barriers and making it less cumbersome to applicants.

In South Carolina, some individuals are discouraged from teaching in a particular field or from moving to our State to teach because certification categories define their skills so narrowly that they are technically unlicensed in a field for which they are well qualified. For example, a teacher from Pennsylvania with a certificate in communications applied for a teaching position in South Carolina in the summer of

1998. Her teaching experience in Pennsylvania was in English. Because South Carolina does not have a certificate in communications and because this teacher did not have a degree or enough credit hours in English, she was unable to become certified in South Carolina. Certification categories should be reviewed to see if some types of certification could be combined into larger teaching categories, providing more flexibility without compromising quality.

Action Step: Review certification categories to see if some types of certification can be combined into larger teaching categories, providing more flexibility without compromising quality.

Increase Reciprocity

A teacher who moves across state lines is frequently confronted with certification standards that require returning to college for additional course work, taking tests, or being subjected to evaluations regardless of their proven abilities as a teacher. A Southeast compact on quality standards for teachers wanting to enter the profession and for the college and university programs that have prepared them would go a long way in removing barriers to reciprocity.

Action Step: Remove barriers to reciprocity by developing a Southeast compact on quality standards for teachers wanting to enter the profession and for the college and university programs that have prepared them.

Establish Reciprocal Agreements With Nationally Accredited Institutions

Reciprocity is made more difficult for teachers who move from out-of-state because they lose their seniority, often take a decrease in wages, and sacrifice their retirement plans. According to a October 1998 report by the National Association of State Boards of Education, the largest obstacle in teacher reciprocity is the extent to which states continue to evaluate and license teachers based upon "inputs" (e.g., content knowledge, college courses, degrees) rather than "outcomes" (e.g., teachers' actual ability to bring students to high standards.) The process to become accredited by NCATE is moving towards measuring outputs rather than inputs. Some states have begun to recognize any teacher with National Board Certification as eligible for a state license. South Carolina should find ways to accept teachers across state boundaries for provisional licensure based upon the quality of their work, rather than the state in which they are licensed. School districts should also be made aware of the states with which we have signed a reciprocity agreement.

Action Step: Establish reciprocal certification for out-of-state candidates graduating from a nationally accredited teacher education program and publish a list of states and institutions with whom South Carolina has reciprocity.

Out-of-Field Permits

Teachers who teach out of their field of preparation often feel additional stress because of having to learn new content as they are preparing to teach. Achievement tests consistently reflect the negative effects of classes taught by teachers teaching out-of-field. If South Carolina is serious about raising achievement and scores on the SAT, we must phase out out-of-field permits to ensure all students are taught by teachers who know their content.

Action Step: Develop a three- to five-year plan to eliminate teachers teaching out of field.

Enable Mid-Career Changes to Teaching

There are people working in other professions who have always had a desire to teach but were discouraged from pursuing it as a career for a multitude of reasons. There are also those who realize later in life that they want to work in a profession doing something that makes a difference. Individuals who want to pursue a mid-career change to teaching want to work with children to make a meaningful contribution to society. Unfortunately, there are a number of barriers that make mid-career changes to teaching difficult. In order to pursue a traditional teacher education program or master's degree in education, a person must give up his livelihood in order to student teach. Financially, this makes pursuing a teaching degree an impossibility or a tremendous challenge. Studies of people expressing an interest in pursuing a teaching career indicate that navigating the licensure process is complex and confusing. They also indicate difficulty getting information about job opportunities. Marketing strategies should specifically target those who have been in jobs that have included teaching (e.g., traveling workshop presenters – Career Tracks).

Recommendation 6: Enable Mid-Career Changes to Teaching

Recognition for Previous Work Experience

Many individuals are discouraged from entering the teaching profession because of the lack of recognition of their previous work experience. Teacher salary schedules are based on years of teaching experience (and related teaching experience) and additional education completed. South Carolina should explore the possibility of developing a system of recognizing prior work experience of individuals entering the teaching profession. We may want to look at a system similar to what is currently used to determine the years of experience for vocational teachers.

Currently, the opportunities for mid-career men and women to pursue a career in teaching are fraught with barriers. These barriers need to be removed or lessened while high and rigorous standards for entry into the teaching profession are maintained. We **cannot** continue to raise the bar for students who are entering the teaching profession through teacher education programs while at the same time

lowering the standards for alternate routes to teaching. If we are going to accomplish our goals of having a highly qualified teacher workforce, we must dispel the myth that "anyone can teach." Teaching is one of the most difficult jobs one could ever do. Teaching is now more intellectually complex and demanding than at anytime in the history of the profession.

Action Step: Develop a system of recognizing prior work experience of individuals entering the teaching profession.

Financial Support

Every year we hear stories of promising young teachers leaving our State to take advantage of assistantships and financial aid packages for students pursuing a master's of arts degree in teaching. Often students who choose this route to teaching have a background in a critical needs subject area. In order to keep our talent in-state, colleges and universities should study ways to make these programs accessible to adults who are responsible for their own livelihood while they pursue a career in teaching.

Action Step: Provide grants and/or work/study opportunities that provide living expenses for promising students.

Enhance Alternative Preparation Programs

The alternative teacher certification movement rose out of a need for more and better teachers. These routes have opened doors to teaching for persons from other careers, from the military, and from liberal arts colleges. By 1997, 41 states reported having some type of alternative certification program. States report a total of 117 programs now available for persons who already have at least a bachelor's degree and want to become licensed to teach. Nationwide, it is estimated that more than 75,000 persons have been licensed through alternative certification programs (NCEI, 1997).

Many of the newly-designed alternative certification programs include formal instruction, extensive exposure to the classroom, and mentoring. These new programs are not restricted to shortages or secondary grade levels. Alternative teacher certification routes are producing more minority teachers than traditional teacher education programs. In addition, participants in alternative certification programs are more likely to enter teaching upon graduation than those who graduate from traditional teacher education programs. More alternative certification programs are found in areas of the country where there is more demand for teachers thus targeting areas where the jobs are.

Like traditional teacher education programs, the quality of alternative routes to teaching is uneven. Evaluations of teachers produced by alternative routes have not been consistently available. A recent study by Florida State University and Georgia

State University observed alternatively certified teachers and traditionally trained teachers for frequency of agreed-upon teaching practices and reviewed test scores of students. The alternative certified teachers scored no differently from their counterparts with education degrees. The Georgia State alternative certification program mentors their students in their first year of teaching and the students attend biweekly classes to discuss problems encountered in the classroom.

A recent study on the Lateral Entry Program in North Carolina indicated school districts that hired the majority of teachers who entered the profession through this alternate route were those districts with the least resources and the lowest student achievement. Student achievement in the districts with the most teachers from this program continue to decline significantly.

Characteristics of Effective Alternative Preparation Programs

- Provides innovative — but time-shortened — means of meeting rigorous standards of teaching knowledge and ability
- Course work available at night or on weekends
- Mentoring on the job
- Distance education/technology delivery mechanisms (e.g., satellite, Internet, etc.)

Action Step: Study alternative certification programs that would differentiate between those with life experience and those coming directly out of undergraduate programs or with little on-the-job experience. Streamline entry into the teaching profession for those with life experiences in other professions.

Revise Critical Needs Certification Program

It is often difficult for teachers in remote areas of South Carolina to travel to colleges and universities after teaching all day to take courses. A potential pool of teachers for critical needs areas are those teachers who are already certified and are teaching in these remote areas. South Carolina should consider providing incentives to low-wealth districts to train experienced teachers in critical subject areas and to make these courses convenient for teachers who are willing to further their skills and knowledge.

Action Step: Give rural school districts top priority for critical needs funding.

Increase Salaries

If we are going to entice more South Carolinians to enter teaching we need to offer them fair and competitive salaries. Teachers in neighboring states are currently paid higher salaries than teachers in South Carolina. Other professions that require the same amount of education and responsibility pay higher salaries. With standards being raised to the national average, teacher pay in South Carolina should be raised to the national average.

Recommendation 7: Increase teacher salaries to the national average to make them competitive with neighboring states and other professions.

Compensate Teachers Based on Knowledge and Skills

The current system of providing salary increases for credits earned often provides no connection with what the teacher actually teaches in the classroom. Increased pay should be based on a concept called "knowledge and skill-based pay." Put simply, teachers are paid more for new skills and knowledge they acquire. If we are going to ask teachers to meet new and demanding standards we also need to pay them for their effort. Teacher standards and salaries must be raised at the same time.

Action Step: Increase pay based on knowledge and skill (see proposal in Appendix F).

Additional Contract Days

More and more teachers are expressing the need to work more days in order to accomplish all that is being asked of them. South Carolina should consider adding more days to a teacher's contract or recognize that it is a full-time job that should be structured so that teachers have more than nine minutes to plan for every hour that they teach. The nine minutes per hour also includes making contact with parents, assessing students' work, aligning curriculum with standards, etc. Teachers in North Carolina currently work 10 days per year more than teachers in South Carolina and will soon be paid at the national average for all teacher salaries. Perhaps that is one of the reasons student achievement in North Carolina has increased at a much higher rate than achievement in South Carolina.

Action Step: Add at least ten additional days to teacher's contracts to use for more extensive teacher development and teacher planning.

Provide Incentives to Teachers

With increasing competition for teachers, school districts have found offering incentives to teachers an effective practice for attracting and hiring teachers. Most incentives can be classified in four categories:

- signing bonuses,
- housing costs,
- rewards for good teaching, and
- teaching in critical needs areas.

Recommendation 8: Provide incentives to teachers to entice more teachers to fill existing vacancies, to reward good teaching and to encourage more teachers to obtain certification in critical need areas.

Signing Bonuses

Some districts have begun offering signing bonuses to attract new teachers. Maryland Superintendent Nancy Grasmick announced at the end of October 1998 a proposal to grant teachers a $500 credit on their state income tax, at a cost of about $25 million, if approved by the General Assembly and governor. No other state offers tax breaks to educators. Grasmick's plan would also offer teachers tax credits for college courses that further teachers' educational training; 10 percent raises for teachers who receive national certification; and awards of as much as $1,000 for teachers with advanced certification who agree to work in "high-risk" schools with a high number of poor and academically struggling students. She also wants to expand a mentoring program for young teachers and to lengthen the two-year probationary period for new teachers to three years. Maryland's gubernatorial candidates have proposed teacher scholarships, expanded loan assistance for teachers, and pay raises for educators in "critical shortage" areas such as math and science. Detroit offered $3,000 for signing a contract; Dallas offered $1,500. The Massachusetts incentive was by far the most generous — $20,000 over four years for the top one hundred candidates. Some businesses offer "stay put" incentives (half the increase offered, good once per employee) to keep from losing their investment in that employee.

Action Step: Offer incentives to attract new teachers that include:

- A $500 annual tax break for educators
- Signing bonuses

Housing Costs

Baltimore offered $5,000 toward a house closing for teachers willing to live in the city plus $1,200 in moving expenses. The program was designed not only to encourage education employees to accept positions with Baltimore City Public Schools but also to encourage them to become a part of the local community and school neighborhoods. State Superintendent Grasmick's proposal extends the Baltimore $5,000 signing bonus state-wide to teachers who promise to teach in Maryland schools for three years.

Action Step: Offer teachers assistance with housing:

- House closing costs for teachers willing to live in the community
- Moving expenses
- Organize a Habitat for Teachers in areas where adequate housing is limited or unavailable.

Rewards for Good Teaching

A 1998 study conducted at the University of Iowa found a proliferation of awards for teachers at the local, state, and national levels. Thirty-one states have either implemented, or are currently considering, some type of incentive system involving differ-

ential pay, bonuses, or awards, for inspiring better teaching. These awards are designed to recognize outstanding educators and inspire others to strive for awards. However, the award winners in this study perceive awards as difficult to win, minimally motivating, and frequently causing of dissension among peers. Randomly selected teachers who have not won cash awards perceive them as poor motivational incentives because too few awards exist, the basis for recognition is unclear, and the award itself is not a valued outcome. The results of this study indicate that recognized teachers become better teachers. Teacher improvement incentives will continue to have minimal impact as long as the "carrot" is unreachable, elusive, and unappetizing. Most teachers want to be exemplary, and most teachers seek recognition. Effective awards will meet those desires.

Many states, including South Carolina, currently offer incentives for teachers who attain National Board Certification. South Carolina currently offers a one-time bonus of $2,000 and reimbursement of the $2,000 fee for anyone who receives the certification. There are 14 teachers in our State that have reached this high level of achievement and have demonstrated their ability to teach at rigorous levels. Our neighboring states offer much more enticing incentives for nationally certified teachers. For example, in North Carolina the Excellent Schools Act provides funds to pay the fee for teachers who complete the National Board Certification process, and it provides up to three days of release time for candidates to work on their portfolios and prepare for the assessment center exercises. The legislation also provides a 12 percent salary increase to teachers' state-paid salary for those who achieve National Board Certification. We recommend similar incentives for teachers in South Carolina.

Action Step: Reward teachers who become National Board Certified by:

- Providing a salary increase of 12 percent for teachers who receive National Board Certification (salary increase good for the life of the certificate — 10 years).
- Exempting teachers who move to South Carolina with National Board certification from initial certification requirements (e.g., courses, test scores).
- Awarding teachers who move to South Carolina with National Board certification with continuing contract status.
- Exempting teachers with National Board certification from requirements for South Carolina licensure renewal during the period that the certificate is valid.

Enticements for Critical Needs Areas

Many states offer early retirement incentives to teachers. Nevada plans to offer one extra year toward retirement for every five years a teacher works in a high-need urban school. This type of incentive is needed in South Carolina's rural areas where we have students who are low achieving. (See Appendix G.)

Action Step: Provide retirement incentives in South Carolina's rural areas where we have students who are low achieving (one extra year towards retirement for every five

years of service) by accelerating the length of service for retirement, pay scale, years of experience, etc.

Improve Teacher Retention

Attracting talent is not enough. Without support and appropriate quality professional development once on the job, the best prepared teacher can sink under the weight of day-to-day demands.

Recommendation 9: Improve teacher retention

Conduct a Study to Determine Why Teachers Remain in Districts

Workforce Magazine (August 1998) quotes a human resources consulting firm executive as saying "If a company has what it takes to keep its existing employees satisfied and productive, it similarly has what it takes to bring in new talent. The reason people stay at your organization is the same reason they join." William Mercer suggests that to develop a successful recruitment strategy, we should research why people are committed to our organizations. For school districts this means determining how we compare with other districts and using the results to make themselves more competitive.

Action Step: Encourage school districts to study and plan for addressing how they compare with other districts in terms of

- starting, median and top salaries;
- staffing ratio comparability;
- working conditions;
- administrative support;
- benefits packages; and
- opportunities for advancement/professional growth.

Provide Support for Teachers

Lack of retention of high-quality teachers is one of the greatest causes of teacher shortage. Recruitment and retention are synonymous. If school districts are not able to retain their teachers, then they will have to increase their recruitment efforts. Teachers who are satisfied with their teaching job are more likely to stay in the profession. Supportive school environments are a key factor in increasing a teacher's satisfaction. Supportive environments include:

- Opportunities for collaboration,
- More say in important educational decisions,
- Greater flexibility in how they teach,
- Less isolation from their peers, and
- More inclusion in learning communities.

For example, New Haven Unified School District in California sets aside one morning per week for teachers to meet in collaborative teams and learn from one another. Teachers are also given the time they need during the day to work with the administration on curriculum, technology, assessments, student standards, and beginning teacher induction programs. South Carolina should consider providing limited grants to school districts that offer promising programs to support their teaching staff. One requirement of the grants should be an evaluation that would provide results that could be shared with other districts.

Action Step: Provide limited grants to school districts that offer promising programs to support their teaching staff. One requirement of the grants should be an evaluation that would provide results that could be shared with other districts.

Improve Work Conditions

Salaries are not the only issue that affects a teacher's decision to stay in teaching. Not having enough materials, books, and supplies often forces teachers to spend their own money to make sure their students have what they need.

Action Step: Ensure the following components of good working conditions:

- More planning time for teachers to plan for instruction
- High quality resources, materials, and facilities to help teachers and students tackle the job of teaching and learning.

Provide Induction Programs

Many teachers feel ill-prepared to motivate or discipline students. Teachers who feel this way are less likely to want to stay in teaching. In fact, on annual surveys given to participants in the South Carolina Teacher Cadet Program, the number one detractor for choosing teaching among African American female students is concern about discipline. South Carolina must find ways to prepare teachers to motivate students and discourage discipline problems.

Action Step: Ensure comprehensive teacher induction programs that pay attention to the realities of teaching and provide on-going support for developing successful motivation and discipline models.

Improve Professional Development

School districts that invest in quality professional development for their teachers see positive results in the classroom. Countries that have high student achievement gear their teachers' professional development to the content they are expected to teach. Research has proven that when teachers' on-the-job learning is connected to the subjects they teach, their students learn more. The tendency in this country is to make professional development generic — one size fits all. American teachers are so busy fulfilling state requirements for so many hours or days of professional develop-

ment that little thought is given to the quality of what is offered or what impact it will have in the classroom. Most teachers agree that professional development requirements geared to state standards and assessments is a proactive step towards better quality.

Less funding is spent on teachers for professional development than almost any other profession. With the incredible amount of changes facing the State, teachers do not have time to prepare. Teachers must be part of the process of designing and delivering professional development that is appropriate. One-day inservices do not provide the depth of knowledge that teachers need to make the systemic changes being asked of them.

Action Step: Ensure effective professional development targeted to the needs of teachers and students that are geared toward state standards and assessments.

Use Technology to Share Best Practices

Teachers have had limited access to best practices that would help them improve their instruction to enhance student learning. Schools and districts have been discouraged from sharing what works because of the current reward system in place.

Action Step: Develop SCETV training institutes where master teachers are trained to create model lessons using video, Internet and other technologies. Provide participants with video-based lessons.

Improve Teacher Morale

The impact of high standards falls most heavily on teachers in classrooms across the State. School success and failure is not only scrutinized, it is publicized. The negative billboards about education and the recent political campaigns have taken their toll on the self-esteem of teachers. On the 1993-94 Schools and Staffing Survey, teachers in the Southeast indicated they think it is a waste of time to try to do their best. Perhaps this is a comment on the difficulties teachers face as they work to bring young people up to a higher level of performance. There is increasing pressure on teachers to bring students to standards far higher than those reached in the past. A number of teachers have expressed their feelings of hopelessness. They always suspected that parents were not supportive of their children's education, but the requirement for academic assistance conferences has confirmed this. When parents fail to show up for conferences or fail to provide the support their son or daughter needs to achieve, the teachers' suspicions of parent apathy are confirmed. This pressure may cause low morale problems among teachers and become the catalyst for some teachers to leave the profession. It may also make recruiting more challenging. We recommend that teachers be given intense training in how to prepare for and conduct effective parent conferences. We also recommend that 1998-99 be considered a pilot year for testing the newly-adopted standards to give teachers an opportunity to adjust their curriculum and familiarize themselves with the standards.

Action Step: Give teachers intense training in how to prepare for and conduct effective parent conferences. Consider 1998-99 as a pilot year for testing the newly-adopted standards to give teachers an opportunity to adjust their curriculum and familiarize themselves with the standards.

Improve Hiring Practices

School districts are faced with increasing challenges to market themselves and find innovative ways to reach prospective employees. The South Carolina Center for Teacher Recruitment can take a more active role in this process by assisting with the strategies listed below.

Recommendation 10: Assist school districts with streamlining hiring procedures.

Develop Internet Home Pages

With the increasing capacity to communicate electronically, more prospective employees are "shopping" for jobs on the Internet. School districts can showcase their programs and services through this medium.

Action Step: Develop Internet home pages that include board policies, benefit descriptions, laws, certification information, maps to schools, organization charts, job descriptions, work calendars, salary schedules, job vacancies, directions on how to apply for jobs, travel directions to the personnel office, links to the South Carolina Center for Teacher Recruitment (www.scctr.org), the State Department of Education (www.state.sc.us/sde) and other state agencies.

Develop State Application Form

Many applicants for teaching positions are discouraged by completing job applications that are very similar for each school district where they apply. Several years ago the school districts in the State agreed to use a generic application as a screening tool during the annual EXPO job fair. We recommend that this generic application be revised and used throughout the State to encourage more teachers to apply.

Action Step: Develop an agreed upon state application form for teaching positions and put it on-line using the South Carolina Center for Teacher Recruitment's web site.

Place Ads in Selected Newspapers

During the hiring season, it is not unusual for a number of school districts in South Carolina to advertise in out-of-state newspapers in parts of the country that have been determined to have surpluses of teachers. It would be more cost effective to place one ad in each targeted newspaper for the entire State.

Action Step: Place ads for hard-to-fill areas of certification in selected newspapers through the South Carolina Center for Teacher Recruitment.

Develop Marketing Strategies

School personnel administrators are often expected to design and develop public relations materials that position themselves in a competitive market to attract teachers. Some districts have greater capacity than others to develop these materials.

Action Step: Provide assistance to school districts through the South Carolina Center for Teacher Recruitment to assist them with developing public relations materials that include

- User-friendly application materials and position announcements
- User-friendly hiring procedures that make applicants feel comfortable throughout the process

Provide Professional Development for Personnel Administrators

Personnel administrators have limited opportunities for professional development geared to the functions of their position. This is especially true for new personnel administrators who are usually hired from other positions in the educational system.

Action Step: Broaden the scope of the South Carolina Center for Teacher Recruitment to provide more training in retention activities for personnel directors and other administrators (recommended by the South Carolina Association of Rural Educators).

Develop a Marketing Campaign

South Carolina currently recruits approximately 15% of its teachers from out-of-state. Even though the Southeast and the West are experiencing teacher shortages, there are other parts of the country where surpluses of teachers exist. Marketing in those parts of the country may create another supply of teachers for the State.

Action Step: Develop a marketing campaign to promote teaching in-state and out-of-state through the South Carolina Center for Teacher Recruitment

- Call to action ads
- Web site
- Innovative advertising strategies (e.g., use school buses to place banners on the side to advertise district vacancies, sandwich boards in school lobbies, advertisements in movie theaters through the use of movie "trailers")

Inform the Public

The importance of teacher quality cuts across all socioeconomic strata. In a poll conducted in August-September 1998 by Recruiting New Teachers, Inc. and Louis Harris, 79% of those surveyed favored "giving parents specific information at the beginning of the school year on how qualified their child's teachers are according to state standards required for permanent teachers." This data suggests that the public takes the teacher quality challenge seriously and wants to be assured that teachers are making the grade (RNT, 1998). We recommend that indicators of teacher quality are included on the report cards required by the Education Accountability Act (e.g., the number of teachers who have National Board Certification, the number of teachers who are teaching out-of-field, etc.).

Recommendation 11: Include indicators of teacher quality on the report cards required by the Education Accountability Act (e.g., number of teachers who have National Board Certification, number of teachers who are teaching on an out-of-field permit, etc.).

Summary of Recommendations to Strengthen the Profession that Shapes South Carolina's Future

Recommendation 1: Participate in national, regional, state and local networks that will position South Carolina to comprehensively strengthen the teaching profession.

Actions to Consider

- Submit a proposal to become a Partner State with the National Commission on Teaching and America's Future.
- Position the State to apply for and obtain grants available from the U.S. Department of Education through the Re-Authorization of the Higher Education Act.
- Develop and implement a needed data collection system to ensure 1) a systematic collection of teacher supply and demand data, and 2) in-field and out-of-field data by course.

Recommendation 2: Implement a seamless continuum of teacher recruitment.

Actions to Consider

- Provide Teacher Cadet classes in every high school in South Carolina.
- Provide ProTeam classes in every middle school in South Carolina.
- Implement middle and high school clubs that encourages students to consider teaching as a profession (bridge between the ProTeam and Teacher Cadet Programs).
- Improve the South Carolina Teacher Loan Program.
- Implement a Teaching Fellows Program for college students.
- Establish the Governor's School for Teaching.
- Expand current efforts to recruit para-educators with a program that includes opportunities for para-educators from all school districts to attend the college program of their choice.

Recommendation 3: Develop a Diverse Teacher Workforce.

Actions to Consider

- Target recruitment programs for students of color, ranging from college-based efforts to national outreach campaigns.
- Provide financial incentives, including scholarships and forgivable loans, to attract talented students to teaching.
- Enhance and expand programs designed to reach students of color while they are in high school or middle school.

- Provide alternative pathways to teaching, such as programs providing preparation for college-trained personnel leaving the military, or programs offering special career ladders to teacher aides.
- Strengthen relationships between students of color and significant adults who are essential to recruiting teachers.
- Encourage South Carolina's historically black colleges and universities to develop partnerships with Southern Education Foundation (SEF) and other similar organizations to benefit from their collective wisdom and resources.

Recommendation 4: Reinvent teacher education

Actions to Consider

- Develop a system of performance-based teacher education and licensure system using NCATE performance-based standards, National Board standards and INTASC standards as the basis of the system. Align standards for the teaching profession with standards for accreditation (and performance funding) of teacher education programs.
- Require teacher education programs to provide teacher candidates with diverse field experiences as part of their training.
- Ensure that aspiring teachers have diverse role models by training cooperating teachers from different cultures and ethnicities.
- Require teacher education curricula to prepare candidates for the types of teaching situations in which individuals may be placed, including urban and high-poverty environments.
- Provide financial incentives to encourage colleges to open teacher preparation programs in critical need subject areas and/or to operate off-campus programs for non-traditional students in critical geographic areas.
- Set fair, reasonable, high standards for passing scores on tests for certification (e.g., PRAXIS I and PRAXIS II — Principles of Teaching and Learning and specialty area tests) and hold higher education institutions accountable for their graduates.
- Hold higher education institutions accountable for improving their teacher preparation programs by reviewing data on the number of graduates who enter the teaching profession, and the evaluation and turnover rates of graduates.
- Convene forums where K-12 educators and teacher educators discuss the teacher "product" needed and the preparation of teachers.

Recommendation 5: Streamline the certification process by removing barriers and making it less cumbersome to applicants.

Actions to Consider

- Review certification categories to see if some types of certification can be combined into larger teaching categories, providing more flexibility without compromising quality.

- Remove barriers to reciprocity by developing a Southeast compact on quality standards for teachers wanting to enter the profession and for the college and university programs that have prepared them.
- Establish reciprocal certification for out-of-state candidates graduating from a nationally accredited teacher education program and publish a list of states and institutions with whom South Carolina has reciprocity.

Recommendation 6: Enable Mid-Career Changes to Teaching

Actions to Consider

- Develop a system of recognizing prior work experience of individuals entering the teaching profession.
- Provide grants and/or work/study opportunities that provide living expenses for promising students.
- Study alternative certification programs that would differentiate between those with life experience and those coming directly out of undergraduate programs or with little on-the-job experience. Streamline entry into the teaching profession for those with life experiences in other professions.
- Give rural school districts top priority for critical needs funding.

Recommendation 7: Increase teacher salaries to the national average for teachers to make them competitive with neighboring states and other professions.

Actions to Consider

- Increase pay based on knowledge and skill (see proposal in Appendix F).
- Add at least ten additional days to teachers' contracts to use for more extensive teacher development and teacher planning.

Recommendation 8: Provide incentives to teachers to entice more teachers to fill existing vacancies, to reward good teaching and to encourage more teachers to obtain certification in critical need areas.

Actions to Consider

- Offer incentives to attract new teachers that include:
  - A $500 annual tax break for educators
  - Signing bonuses
- Offer teachers assistance with housing:
  - House closing costs for teachers willing to live in the community
  - Moving expenses
  - Organize a Habitat for Teachers in areas where adequate housing is limited or unavailable.
- Reward teachers who become National Board Certified by:
  - Providing a salary increase of 12 percent for teachers who receive National

Board Certification (salary increase good for the life of the certificate — 10 years).
- Exempting teachers who move to South Carolina with National Board certification from initial certification requirements (e.g., courses, test scores).
- Awarding teachers who move to South Carolina with National Board certification with continuing contract status.
- Exempting teachers with National Board certification from requirements for South Carolina licensure renewal during the period that the certificate is valid.

- Provide retirement incentives in South Carolina's rural areas where we have students who are low achieving (one extra year towards retirement for every five years of service) by accelerating the length of service for retirement, pay scale, years of experience, etc.

Recommendation 9: Improve teacher retention

Actions to Consider
- Encourage school districts to study and plan for addressing how they compare with other districts in terms of
  - starting, median and top salaries;
  - staffing ratio comparability;
  - working conditions;
  - administrative support;
  - benefits packages; and
  - opportunities for advancement/professional growth.
- Provide limited grants to school districts that offer promising programs to support their teaching staff. One requirement of the grants should be an evaluation that would provide results that could be shared with other districts.
- Ensure the following components of good working conditions:
  - More planning time for teachers to plan for instruction
  - High quality resources, materials, and facilities to help teachers and students tackle the job of teaching and learning.
- Ensure comprehensive teacher induction programs that pay attention to the realities of teaching and provide on-going support for developing successful motivation and discipline models.
- Ensure effective professional development targeted to the needs of teachers and students that are geared toward state standards and assessments.
- Develop SCETV training institutes where master teachers are trained to create model lessons using video, Internet and other technologies. Provide participants with video-based lessons.
- Give teachers intense training in how to prepare for and conduct effective parent conferences. Consider 1998-99 as a pilot year for testing the newly-adopted standards to give teachers an opportunity to adjust their curriculum and familiarize themselves with the standards.

Recommendation 10: Assist school districts with streamlining hiring procedures.

Actions to Consider

- Develop Internet home pages that include board policies, benefit descriptions, laws, certification information, maps to schools, organization charts, job descriptions, work calendars, salary schedules, job vacancies, directions on how to apply for jobs, travel directions to the personnel office, links to the South Carolina Center for Teacher Recruitment (www.scctr.org), the State Department of Education (www.state.sc.us/sde) and other state agencies.
- Develop an agreed upon state application form for teaching positions and put it on-line using the South Carolina Center for Teacher Recruitment's web site.
- Place ads for hard-to-fill areas of certification in selected newspapers through the South Carolina Center for Teacher Recruitment.
- Provide assistance to school districts through the South Carolina Center for Teacher Recruitment to assist them with developing public relations materials that include
  - User-friendly application materials and position announcements
  - User-friendly hiring procedures that make applicants feel comfortable throughout the process
- Broaden the scope of the South Carolina Center for Teacher Recruitment to provide more training in retention activities for personnel directors and other administrators (recommended by the South Carolina Association of Rural Educators).
- Develop a marketing campaign to promote teaching in-state and out-of-state through the South Carolina Center for Teacher Recruitment
  - Call to action ads
  - Web site
  - Innovative advertising strategies (e.g., use school buses to place banners on the side to advertise district vacancies, sandwich boards in school lobbies, advertisements in movie theaters through the use of movie "trailers")

Recommendation 11: Include indicators of teacher quality on the report cards required by the Education Accountability Act (e.g., number of teachers who have National Board Certification, number of teachers who are teaching on an out-of-field permit, etc.).

Section Three

Current Teacher Recruitment and Retention Efforts in South Carolina

Section Three contains an overview of recruitment and retention efforts currently underway in South Carolina. Some of these programs are funded with private dollars while others are supported by the General Assembly of South Carolina. Many of the recommendations in the previous section are designed to strengthen and enhance the programs and strategies listed below. The existing programs should be studied for effectiveness and a determination should be made whether to continue or enhance the support they currently receive.

RECRUITMENT

South Carolina Center for Teacher Recruitment

The South Carolina Center for Teacher Recruitment (SCCTR) provides leadership in South Carolina in the area of teacher recruitment and retention and works collaboratively with other groups and organizations to produce a pool of competent, caring teachers for South Carolina's schools. The SCCTR has been in operation since 1986 and is funded by the South Carolina General Assembly through Education Improvement Act (EIA) funds. The SCCTR and its programs are nationally recognized as models of effective teacher recruitment and have been included in a number of recent reports including *What Matters Most* and *Promising Practices*. Below is a list of the major efforts currently offered by the SCCTR and other organizations and groups in South Carolina.

"Inspired teachers...cannot be ordered by the gross from the factory. They must be discovered, one by one, and brought home from the woods and swamps, like orchids. They must be placed in a conservatory, not a carpenter shop; and they must be honored and trusted."
John Jay Chapman

ProTeam Program: This program includes a challenging course and accompanying club designed to interest middle school students in the education profession before they become "turned off" to the possibility of a career in teaching. Aimed at seventh and eighth graders in the top 40% of their class who receive recommendations from three teachers, students must exhibit the potential for successful completion of high school and col-

lege. During FY 1997-98, 43 middle/junior high schools in 24 school districts offered the ProTeam course to 790 students. Sixty-three percent were students of color, with African-American females representing the largest group (38%). Since its inception in 1989, over 7,000 middle school students have been exposed to the idea of teaching as a career. In 1997-98, 83 former ProTeam students participated in the Teacher Cadet Program. The course has a written curriculum, program materials, training for new ProTeam teachers, professional development (related to the implementation of the program) for veteran ProTeam teachers, regional college campus visits and programs, two visits per year from Teachers in Residence, and a site grant for consumable curriculum materials and supplementary materials.

Highlights of the ProTeam Program

- Middle school curriculum-based teacher recruitment program
- Program targets minority students
- Response to research that concluded young people decide what they don't want to be by the age of 14
- Curriculum includes focus on study skills, decision-making, teacher-like activities

Teacher Cadet Program: This is an innovative teacher recruitment strategy designed to attract talented young people to the teaching profession through a challenging introduction to teaching class offered at the high school level. Some of the participants also receive college credit. The program seeks to provide high school students insight into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools. The Teacher Cadet Program includes 145 high schools serving 2,695 academically able high school juniors and seniors, 23 percent of whom were male and 29 percent minority. Teaching was cited most frequently as a career choice by the 1997-98 Cadet class.

By the end of FY 1997-98, over 21,000 academically talented high school students had completed this challenging introduction to teaching. The average SAT score of the 1997-98 Teacher Cadet Program participants was 1061; the average S.C. SAT was 953; the national average was 1016. Of the respondents citing a preference for teaching as a career, the S.C. average SAT score was 993. The course has a written curriculum, program materials, training for new Teacher Cadet teachers, professional development (related to the implementation of the program) for veteran Teacher Cadet teachers, regional college campus visits and programs, a minimum of two visits per year from Teachers in Residence, and a site grant for consumable curriculum materials and supplementary materials.

Teacher Cadet Highlights

- 2th grade honors course
- Dual credit (social studies elective; college elective or education credit)
- Curriculum units:
  - The Learner
  - The School
  - The Teacher and Teaching (which includes Field Experience)
- College Partnerships

The Teaching Assistant Program: The Teaching Assistant Program is a program for secondary students to assist teachers in a variety of subject areas, especially those that have a critical shortage of teachers (foreign language, special education, science, library science, industrial technology, home economics, choral music, business and mathematics); to introduce students to the many facets of the teaching profession, and to provide practical experience in instruction at the secondary level.

The Teacher Cadet Program and the Teaching Assistant Program complement each other, but they are separate programs. The Teaching Assistant Program allows additional teachers the privilege of working one-to-one with top-caliber students and allows students to apply many of the educational concepts learned in the Cadet Program to concrete examples in the subject area in which they excel. The Teaching Assistant Program can also serve as a feeder program for the Teacher Cadet Program.

Teacher Job Bank: The SCCTR sponsors the only state-wide education job placement service available to prospective teachers and school districts in South Carolina. During FY 1997-98, 1,056 teachers listed with the Job Bank. Another 5,970 teachers requested job listing without formally enrolling in the Job Bank. Seventy-eight of the 86 school districts and several special schools used the service to list openings or obtain the names of available teachers. In 1997-98, 4,747 jobs were listed with the Job Bank.

The Job Bank is the initial point of contact for many interested in teaching in South Carolina, including those prospective teachers from out-of-state. This successful service has matched certified teachers with vacancies in hard to fill geographic and/or subject areas. A major addition to the effectiveness and outreach of the Job Bank has come through the development of a comprehensive web site for the SCCTR which lists available teaching positions.

SC EXPO for Teacher Recruitment: For the past ten years, the SCCTR has co-sponsored this annual teacher recruitment job fair with the South Carolina Association of School Personnel Administrators. In 1998, 421 teacher candidates from 29 states and one foreign country registered for the EXPO. Fifty-nine South Carolina

school districts participated in the 1998 EXPO. This job fair helps expedite the recruitment of teachers and helps defray travel costs of districts going to out-of-state recruitment fairs.

Teacher Forum: The SCCTR sponsors the State Teacher Forum which holds meetings and other activities designed to recognize and involve state and district Teachers of the Year, to develop teacher leadership, and to give teachers a voice in educational issues in an effort to retain the best and brightest teachers in the workforce through increased involvement and networking. Teachers throughout the State are in leadership roles as a result of the Teacher Forum. Annually, the Teacher Forum sponsors a two-day conference for district teachers of the year. Teacher Forum is an organization of the state and district teachers of the year created to enhance the image of the teaching profession. The SCCTR coordinates its meetings and activities and assists school districts with establishing local teacher forums. The SC Teacher of the Year serves as a Teacher in Residence and chairs the State Teacher Forum.

Scholarships: Two scholarship programs are administered by the SCCTR for prospective teachers. Funds for the Future Teacher Scholarship are raised through silent auctions at the annual conferences for Teacher Cadet and ProTeam teachers and members of the Teacher Forum. Two scholarships are awarded annually to Teacher Cadets who plan a career in teaching. SCCTR also adminsters the BellSouth African American History Calendar Scholarship Program. The scholarship program is a collaboration effort between BellSouth and Take Ten Productions. Proceeds from the sale of the calendar and sponsorship by a number of corporations are used to provide four scholarships annually to students who are rising seniors in teacher education programs.

Other: The SCCTR is the clearinghouse for information about the status of teaching in South Carolina. The SCCTR collects and distributes information about teacher supply and demand, the number of graduates, the areas in which initial certificates are issued, the status of minority teacher recruitment, teacher salaries, etc. The SCCTR also published a sourcebook on induction of new teachers as a resource for school districts.

Programs Offered by Other Institutions and Agencies

In addition to the South Carolina Center for Teacher Recruitment, the following initiatives described below are currently being offered in South Carolina.

Minority Access to Teacher Education (MATE) at Benedict College:

Benedict College's Minority Access to Teacher Education Program was originally funded as a pilot program designed to recruit minority students into teacher education. Activities involve:

- Recruiting college-bound minority students from rural and underdeveloped school districts in South Carolina and encouraging them to pursue teaching careers in the state;
- Identifying and nurturing high school students in grades nine through twelve who have an interest in careers in teaching;
- Providing financial assistance, counseling and tutoring for students enrolling in the teacher education program at Benedict College.

MATE Scholars: The MATE Scholars Program allows Benedict College students who commit to teaching in rural areas, or in subject areas suffering from critical shortages, the opportunity to qualify for financial aid. While enrolled in the MATE Program, students are provided scholarships, counseling and enrichment activities.

Summer Residency Program: The Summer Residency Program is available to rising high school seniors and high school graduates from rural school districts. Students enrolled in the summer program are in residence at Benedict College for a three-week session. They are exposed to the art and craft of teaching and to the skills necessary to pass the entrance exam required to enter a teacher education program in South Carolina.

Pre-MATE Program: The Pre-MATE Program is structured to establish teaching "interest groups" among minority students in grades nine through twelve at target rural high schools. Students in these clubs participate in the High School Bowl sponsored by the Education Department and attend the High School Visitation and Education Majors Recognition Ceremony.

South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) has as its mission increasing the pool of minority teachers in the state. The Program has established four components for the effective execution of its mission and objectives:

- Satellite Teacher Education Program for teacher aides;
- Program for Technical College transfer students;
- Forgivable Loan Program; and
- Academic Intervention Component to assist project participants with meeting teacher education entry, retention and certification requirements.

Teacher Aides: The Program through SCSU offers courses at its Satellite Teacher Education Programs (STEP) sites for teacher aides. Classes leading to undergraduate degrees in education are offered on campus and at selected sites during hours conve-

nient for the adult learner — usually during evenings and on Saturdays. This schedule allows teacher aides to meet their responsibilities to their jobs and families and still pursue undergraduate degrees in teacher education.

Technical Colleges Recruitment: Recruitment efforts to technical colleges in close proximity to South Carolina State University (Orangeburg-Calhoun Tech, Central Tech, York Tech, Trident Tech (Palmer Campus), Trident Tech, (Main Campus), Florence-Darlington Tech, Williamsburg Tech and Midlands Tech (Beltline) encourage students to enroll in teacher education at SC State University. Students from the technical colleges may transfer their credit hours with a grade of "C" or better to a baccalaureate degree program in teaching.

Academic Intervention: In order to recruit and successfully retain students in the teacher education programs, SC-PRRMT assists program participants in meeting entry, retention and certification requirements for teacher education degree programs. Embedded in the program is the Academic Intervention Component which assists students in making the required scores on mandated tests.

EIA Forgivable Loans: This program awards forgivable loans to qualifying students in the teacher education program at SC State University.

Marketing Campaign: The Program conducted marketing campaigns and paid television advertisements to promote the teaching profession.

African American Teacher Loan Program:

The African American Teacher Loan Program's primary goal is to recruit into South Carolina's teaching force African American males who at present comprise less than three percent of the state's teachers. Students who participate in the program must enter a contractual agreement with the intent to teach in South Carolina. Funding for the program is distributed to SC State University and Benedict College by the South Carolina General Assembly. The loan is cancelled by teaching in South Carolina.

A. Freshmen who enter the program must have graduated in the top 40% of their individual high school classes and must have achieved a score equal to or greater than the mean score achieved by all examinees in South Carolina tak ing the SAT or ACT in which figures are available.
B. Students who have completed two semesters or more of collegiate work must have attained a cumulative grade point average of 2.75 or above (on a 4.0 scale), must have passed a basic skills test, and must have been formally ad mitted into an undergraduate teacher education program or provide certifica tion of their intent to enter the field of teaching.

C. All program participants must be United States citizens and residents of South Carolina.

Critical Needs Certification Program:

The Critical Needs Certification Program (CNCP), sometimes referred to as the "alternative" or "conditional" certificate program, requires a commitment on the part of those who decide to pursue this route into the classroom. The Critical Needs Certification Program is sponsored by the State Department of Education and offered at Coastal Carolina University and Converse College. In place of the traditional semester-by-semester training approach, CNCP participants take part in an intensive training program held during the summer or in January before the first semester of teaching. Participants attend another in-service summer program after their first teaching year.

During the first teaching year, CNCP participants attend monthly seminars where they work with professional educators to solve problems they are encountering on the job. At school, CNCP participants work with an assigned teacher-mentor from their building. CNCP participants are also required to complete nine hours of graduate study during a conditional certification period of up to three years. By the end of this period, successful participants receive a regular professional South Carolina teaching certificate.

Steps to Becoming Certified through the Critical Needs Program:

- Pass the Praxis II Examination (NTE) in specialty area.
- Hold an undergraduate or graduate degree from an accredited college or university with a major in mathematics, science, a foreign language, library science, industrial technology, home economics, art, music, or business, or eligible fields that are not surpluses (Geographical Critical Needs Districts only) or the credit hours equivalent to a major. [Foreign language certification is limited to French, Latin, German or Spanish.]
- Request an Application for Certification Packet from the South Carolina Department of Education, Office of Teacher Certification. Include a cover letter indicating interest in the Critical Needs Certification Program. Provide college transcripts and other information to the Education Department.
- Have an FBI fingerprint review to determine any criminal history.
- Receive a letter of eligibility from the Office of Teacher Certification at the State Department of Education.
- Present the Letter of Eligibility to potential employers. The employing school district will complete a contract verification form and mail it to the South Carolina Department of Education.
- Take part in the pre-service training institute at either Coastal Carolina University or Converse College. After successfully completing this institute, the partici-

pant will be issued a one year Conditional Certificate. This certificate may be renewed twice if participants make satisfactory progress during the three years of the program.

The State Board of Education allows school districts in very rural areas that have an above average teacher turnover rate, to employ teachers through the Critical Needs Certification Program in any subject unless the subject is a surplus area. The surplus areas are currently early childhood, elementary and social studies.

Accelerated Special Education Add-On Certification Programs at South Carolina State University

The School of Education at South Carolina State University offers a six-week, nine credit hour Accelerated Special Education Add-On Certification Summer Program. The summer program recruits 24 teachers who have initial certification in areas such as Elementary/Early Childhood or some area of Secondary Education to participate in the summer program to add Special Education leading toward certification in Learning Disabilities. Upon completion of the summer program, participants enroll in a supervised practicum in Special Education – LD.

Add-On Certification in Areas of LD, MH, EH/BD at Southern Wesleyan

Southern Wesleyan offers 15 participants courses that develop skills in assessment, planning, programming and communications. Students are prepared to integrate disabled students into regular classrooms or resource classes. Each summer, the area of concentration changes: Year One – Learning Disablities; Year Two – Mentally Disabled; Year Three – Emotionally Disabled/Behavior Disordered.

South Carolina Teacher Loan Program

The South Carolina Teacher Loan Program was established by the State of South Carolina through the Education Improvement Act of 1984 to entice talented and qualified students into the teaching profession. This loan is canceled by teaching in South Carolina public schools in an area of critical need.

Eligibility Criteria:

- Must be a United States Citizen;
- Must be a resident of South Carolina;
- Must be enrolled in good standing at an accredited institution on at least half-time basis;
- Must be enrolled in a program of teacher education or have expressed an intent to enroll in such a program;
- Entering freshmen must have been ranked in the top 40% of their high school graduating class and have a SAT or ACT score equal to or greater than the S.C. average for the year of graduation from high school of the most recent year for which such figures are available;

- Enrolled undergraduate students, including enrolled freshmen, must have taken and passed the designated entrance exam and have a cumulative grade point average of at least 2.75 on a 4.0 scale;
- Entering graduate students must have at least a 2.75 grade point average on a 4.0 scale and graduate students who have completed at least one term, must have a grade point average of 3.5 on a 4.0 scale or better; and
- Must be seeking initial certification in a critical subject area if the participant already holds a teaching certificate.

Loan Amounts

Freshmen and sophomores may borrow up to $2,500 per year. Juniors, seniors, graduate students may borrow up to $5,000 per year.

Loan Cancellation

The loan is canceled at the rate of 20% for each full year of teaching in a critical subject or critical geographic area within South Carolina. If a recipient teaches in both a critical subject and a critical geographic area the loan is canceled at the rate of 33% for each year of full time teaching. The subject areas deemed critical at the time of application will be honored for cancellation when the recipient begins teaching; critical geographic area must be deemed critical at the time of employment. If the participant decides not to teach, the interest rate will be determined according to the following: (a) If the participant has an outstanding teacher loan(s) on the date he/she signs the application and promissory note, the applicable interest rate will be the same as the applicable interest rate on the outstanding teacher loan(s); (b) If the participant has no outstanding teacher loan(s), the interest rate on the loan is 12%.

Recommendations for improving the South Carolina Teacher Loan are included in Appendix C.

APPLE (Assisting Paraprofessionals with Learning Education)

This program is a collaborative effort between Coastal Carolina University, Horry-Georgetown Tech and Georgetown County Board of Education. The program is designed for paraprofessionals to earn a degree in education in five years if the courses are taken as outlined. Georgetown County Board of Education is paying a portion of the expenses of pursuing the degree and assisting with payment plans for participants.

Troops to Teachers

Troops to Teachers is a joint project between the Department of Defense and the South Carolina Commission on Higher Education. It is a federal program to assist veterans and former DoD/DoE civilians begin a second career in education. With current "drawdown," highly skilled personnel are available to start a

second career in teaching. Troops to Teachers provides support to personnel who are making the transition to teaching and to the districts who hire them.

The three main objectives of the program are to:

1. Help relieve teacher shortages, especially in the subjects of math and science;
2. Provide positive role models for the nation's public school students; and
3. Assist those military and civilian personnel who will be impacted by the military reductions to enter a new career in public education. The objective is to place participants in those school districts that serve a high concentration of students from low-income families and experience problems in filling positions with qualified teachers. The primary emphasis is on the subject areas of math and science; however, other subject areas are not excluded from consideration. There are school districts, especially rural and inner city districts, that are experiencing teacher shortages in a range of subject areas.

Rural Alliance for Teaching Enhancement (RATE) Project

The University of South Carolina-Aiken campus was recently funded by the U.S. Department of Commerce's National Telecommunications and Information Administration to assist ten rural South Carolina school districts with recruitment, retention, and renewal of teachers. Using an interactive, multimedia network, the resources of USC-A will serve as the catalyst and center for a digital and video technology delivery system designed to demonstrate how the effectiveness of teaching in rural areas can be enhanced.

Call Me Mister

This program is a collaborative effort between Clemson University and four private historically black colleges to increase the number of African American male teachers produced in South Carolina. They have an ambitious goal of producing 500 black male teachers over the next five years using a video and other publicity.

RETENTION

Strategies for Teacher Advancement and Renewal (STAR)

The Foundation for Professional Development, a 501(c) (3) affiliate of the Palmetto State Teachers Association, was formed in 1992 to sponsor Strategies for Teacher Advancement and Renewal — a program for teacher recognition, reward and renewal. STAR provides opportunities for veteran teachers to participate in five-day retreats, which are provided at no cost to the teachers or their school districts.

Teachers who attend STAR participate in personal and professional renewal experiences. They discuss intellectual subjects with experts of various disciplines.

The teachers are free to think, create, and experience as they are immersed in the seminar topic. This innovative approach is quite different from traditional teacher education offerings.

National Board for Professional Teaching Standards

The National Board for Professional Teaching Standard's mission is to establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national voluntary system to assess and certify teachers who meet these standards, and to advance related education reforms for the purpose of improving student learning in American schools.

South Carolina is home to 14 National Board Certified Teachers.

The South Carolina Center for Teacher Recruitment utilized NBPTS Candidate Subsidy funds to support 49 candidates at 50% of the certification fee. Candidates were responsible for submitting the unsubsidized portion of the fee with their applications. All candidates who applied were awarded a subsidy grant.

State Action

Legislation has appropriated $120,000 to be used to reimburse the certification fee and provide a one-time bonus of $2,000 to those teachers who achieve National Board Certification.

Local Action

Berkeley County

Berkeley County School District paid half the certification fee for two teachers during the 1997-98 school year. A foundation is being created by the local Berkeley County Teacher Forum to support at least two NBC candidates for 1998-99.

Florence

Francis Marion University has secured a revolving $30,000 grant in conjunction with Pee Dee Electric to financially support National Board Certification candidates.

Greenwood County

The Education Enrichment Foundation of Greenwood County will award two $2,000 scholarships for county public school teachers who wish to seek National Board Certification.

Greenville County

The School District of Greenville County has allocated $20,000 to fund the cost of National Board Certification for ten district teachers.

Hampton
The Hampton Two School District has agreed to reimburse half the assessment fee and provide a $500 salary increase for teachers achieving National Board Certification.

Lancaster County
The Lancaster County School Board in the Lancaster County School District has approved the awarding of up to five $2,000 scholarships per year for teachers who wish to participate in NBPTS certification. Teachers who successfully complete the process during the first year (or within the banking period of time) will be rewarded with $4,000 from the State (the $2,000 reimbursement fee for the district will be awarded to the teacher as a stipend in addition to the actual $2,000 stipend from the State). Also, each NBC teacher will be awarded $1,000 in travel money to be used for professional development. In total, this is a $7,000 package for NBC teachers.

Rock Hill
The Rock Hill Board of Education will reimburse the certification fee if a teacher's NBPTS portfolio passes a peer review regardless of certification, award a one-time $3,000 salary supplement upon certification and release time for those seeking NBC.

Spartanburg
Spartanburg School District #7 will provide a one-time bonus of $2,000 for teachers achieving National Board Certification.

State Teacher of the Year Program
The South Carolina Department of Education coordinates the State Teacher of the Year Program through the agency's Public Information Office. Each year, the State Superintendent of Education issues an invitation to the 86 school districts to participate in the state program. School district participation is entirely optional.

The process for selecting nominees to the state program varies from district to district. Many superintendents appoint a coordinator on the district staff. Some districts involve their local parent-teacher organization or educational organization. Some districts have selection panels consisting of local business and community leaders, district personnel from other school districts or media representatives.

The State Department of Education provides an application packet that may be used to guide the local selection process — and which must be used to submit a nominee to the state program. The State's application packet and selection criteria are duplicates of those used in the National Teacher of the Year program.

A five-member State Selection Panel, consisting of people outside of the Department of Education, receives copies of all district nominee applications and select five finalists for personal interviews. The State Coordinator notifies the five finalists, along with their superintendents and principals.

Good teachers don't just empathize with their students' problems; they identify with their students' possibilities.

Prior to the personal interviews, SCETV visits all 5 candidates at their schools for a taped interview that will later be part of video presentations on "The Nielsen Report" and at the state awards banquet. Each finalist receives a copy of this video.

The personal interviews are held in Columbia one week after the notifications. At the end of the interviews, all finalists and the selection panel are invited to a luncheon sponsored by the South Carolina Center for Teacher Recruitment.

With the help of the president of R. L. Bryan and six corporate sponsors, a nighttime, black-tie affair is held to honor not only the State Teacher of the Year and the Honor Roll teachers, but the district Teachers of the Year as well. Thanks to the generous contributions of the corporate sponsors, the cash awards for the State Teacher of the Year have been increased to $1,500 and $500 each for the four Honor Roll teachers. Each District Teacher of the Year receives commemorative gifts and a copy of the banquet program which highlights each teacher who participated in the Teacher of the Year Program. In addition, a copy of the awards banquet videotape is provided for each teacher and their district office and corporate sponsor.

In 1991, the South Carolina General Assembly passed special legislation allowing the State Teacher of the Year to take a one-year sabbatical to coordinate activities of the South Carolina Teacher Forum, whose membership comprises current and former district and state teachers of the year. The Teacher Forum is a professional development organization sponsored by the South Carolina Center for Teacher Recruitment. The State Teacher of the Year serves as chairperson for the Teacher Forum and works with district Teachers of the Year with their local forums.

Teacher Talk

Teacher Talk was a series of regional dialogue sessions held during the past two years between teachers and the State Superintendent of Education. The dialogue sessions were sponsored by the State Department of Education assisted by the South Carolina Education Association, the Palmetto Teachers Association and the South Carolina Center for Teacher Recruitment. The results of these sessions were published and shared with policy makers and educators.

Milken Family Foundation National Educator Awards

The prestigious Milken Family Foundation National Educator Awards carry unrestricted financial prizes of $25,000 for teachers and principals who are successful in their classrooms and schools. Selection of Milken recipients alternates annually between elementary school educators and secondary school educators. The awards program is sponsored in South Carolina by the Milken Family Foundation in cooperation with the State Department of Education. The awards are given each year in 30 states, and this is South Carolina's fifth year in the program.

The Milken Educator Awards are designed to give public recognition and financial reward to outstanding K-12 teachers, principals and other education professionals who make important contributions to excellence in education. The program's goal is to elevate the entire profession by increasing public recognition and support of outstanding educators.

Based on guidelines established by the Foundation, the State Department of Education appoints an independent panel that is responsible for identifying candidates for evaluation and selection. The process of identifying and selecting recipients is confidential. The program includes neither an application nor a nomination procedure.

Recipients from around the country attend the Milken Family Foundation National Education Conference, three days of workshops, discussion sessions and presentations by nationally recognized scholars and practitioners in the field of education. The Milken Education Conference culminates in a gala Saturday-evening ceremony at which the recipients will be honored and presented their $25,000 awards.

Section Four

Teacher Recruitment Efforts Throughout the United States

This section of the report focuses on teacher recruitment efforts underway throughout the United States. By researching different state efforts and initiatives sponsored by national and regional organizations, we identified best practices and strategies to ensure a highly qualified teacher workforce in South Carolina. With the limited amount of time we had to complete this report, we were not able to conduct a comprehensive study of each state.

The information summarized for each state is an overview of current efforts and practices. Corrections or additions to these summaries from the entities cited are welcome. Below is a summary of those findings.

"Nobody starts out as a completely effective teacher...the desire to teach and the ability to teach well are not the same thing. With the rarest of exceptions, one has to learn how to become a good teacher."

— Herbert Kohl

Recruiting New Teachers, Inc.

Recruiting New Teachers, Inc. (RNT) is national non-profit organization based in Belmont, Massachusetts, which was formed in 1986 to raise esteem for teaching, expand the pool of prospective teachers, and improve the nation's teacher recruitment and development policies and practices. RNT is committed to this goal and pursues it through innovative public service outreach; action-oriented research; local, state and national advocacy; networking; technical assistance; and convening national conferences.

One of RNT's primary goals is to expand America's pool of qualified and diverse teachers. RNT's outreach and response campaign is designed not only to encourage individuals to consider careers in teaching, but also to raise esteem for the teaching profession and recruit a more diverse pool of new candidates for America's classrooms.

RNT's initiatives include:

A. A National PSA Campaign

Since they began airing in 1988, RNT's award-winning public service announcements (PSAs) have become the most successful sustained campaign in the 54-year history of the Advertising Council. More than one million potential teachers have called RNTs' 1-800-45-TEACH number—fully 38% have been individuals of color.

B. Publications

RNT publishes a wide array of reports, studies, handbooks, and guides, including: What It Takes to Teach, a booklet-length introduction to teaching careers; and RNT's Careers in Teaching Handbook, the most comprehensive guide available for those seriously considering the teaching profession. Recent resources and publications include a directory of mid-career recruitment programs (programs for adults making a career change into teaching) and a program evaluation toolkit for school districts and states.

C. The Urban Helpline

RNT is the only national organization that offers free counselor-assisted guidance and referral service for individuals interested in pursuing a career in teaching. RNT's Urban Helpline has a database of over 15,000 resources on teacher preparation, licensure standards, financial aid opportunities, recruitment in high need areas, and more. All it takes to access the vast resources is a phone call to RNT's Urban Helpline at (617) 489-6407. The Urban Helpline has assisted over 45,000 individuals, of whom 57% have pursued pathways into teaching and 31% are individuals of color.

D. The Recruitment Partner Network

The Recruitment Partner Network is an RNT service that connects the potential teachers who contact 1-800-45-TEACH to nearly 500 school districts, colleges of education, and other teacher development organizations. When potential teachers call RNT's 1-800-45-TEACH number, their names are added to the database, then forwarded to school districts and colleges of education in their areas who can provide additional information about how to become a teacher.

Working Towards Education Reform: A Summary of RNT's National Efforts

RNT has become a prominent national advocate for comprehensive reform of the teacher recruitment and development pipeline. Following are RNT initiatives designed to support systemic change:

Ground-breaking Research
RNT's research is designed to identify and explore innovative approaches to teacher recruitment and development, highlight successful models, make recommendations that help to inform both policy and practice, and disseminate findings to a wide audience of educators, funders, and policymakers.

National Conferences
RNT convenes national conferences to bring school leaders, practitioners, and policymakers together to explore teacher recruitment and development issues and ideas.

Technical Assistance
RNT provides technical assistance to state agencies and local school districts to foster improved teacher recruitment and development practices. RNT's services includes designing teacher recruitment and development strategies for states and school districts.

The Urban Teacher Collaborative (UTC)
The UTC is a joint partnership between RNT and the Council of the Great City Schools, which represents the nation's largest urban school districts, and the Council of the Great City Colleges of Education, which represents urban colleges and universities in the same cities. The UTC was established to address the unique teacher development needs of the nation's largest urban school districts. The UTC sponsors outreach and recruitment efforts for urban teaching and conducts and disseminates original research about urban teacher supply and demand.

The National Center for Precollegiate Teacher Recruitment
RNT maintains a national clearinghouse which helps develop, expand, and replicate programs that enable school-age children to explore teaching careers. The Center publishes a quarterly newsletter, *Future Teacher*, and offers an interactive on-line network, *The Future Teacher Network*.

Southern Education Foundation:
With funding from the DeWitt Wallace – Reader's Digest Fund, the Southern Education Foundation (SEF) has targeted candidates such as teacher aides and non-certified teachers and supported their efforts to gain teaching degrees and certification. In return for their scholarships, these candidates agree to return to urban and rural school districts for up to three years after graduation. SEF works with institutions in Alabama, Florida, Georgia, Louisiana, Tennessee and Virginia. In addition, SEF has sought to do for black undergraduates who wish to be teachers what other high-profile programs have done for would-be doctors, scientists and engineers. By offering a select group of students an intensive summer learning experience, SEF has sought to raise the status of teachers and prepare them for successful teaching careers. Beginning in 1998, a select group of former Summer Scholars who are now teaching participated in a specially designed leadership development program where the participants were exposed to the best thinking about critical educational issues and given the opportunity to develop skills that will help them become tomorrow's mentors and leaders.

With SEF guidance, several ongoing initiatives in Louisiana and North Carolina have taken a student-centered approach to resolving the minority teacher shortage through a range of activities including teaching internships, future teacher clubs, college preparation courses, summer enrichment programs and professional accountability training. The results of these programs will be discussed in a forthcoming SEF publication *Minority Strategies and Lessons* and will show that value-added teacher recruitment and training programs are an effective way of supporting successful teaching candidates and nurturing their choice of education as a lifetime career.

South Carolina's historically black colleges and universities should be encouraged to develop partnerships with Southern Education Foundation and other similar organizations to benefit from their collective wisdom and resources.

Alabama

Alabama Department of Education
Instructional Services
Gordon Persons Building
50 N. Ripley Street, Room 5201
Montgomery, AL 36130

· Alabama has similar difficulties as other southeastern states in recruiting and hiring qualified teachers in certain fields, including: math, science, technology, foreign languages, all areas of special education and computer education.

· Alabama, much like the rest of the nation, suffers from a maldistribution of qualified teachers. The larger cities and more affluent areas can attract the highly qualified while the poorer and rural areas attract the less qualified.

· The Birmingham TEACH program identifies emerging teachers and provides an induction experience (an emerging program) which provides mentoring and professional development.

· There are programs like the A+ Education Foundation Working for Educational Excellence in Alabama, which are working to improve education in Alabama, but there is no intentional recruitment plan currently in Alabama.

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· From July 1, 1997 until June 30, 1998, the Alabama State Department of Education issued approximately 17,5000 certificates, with approximately 5,300 being issued to applicants from out-of-state.

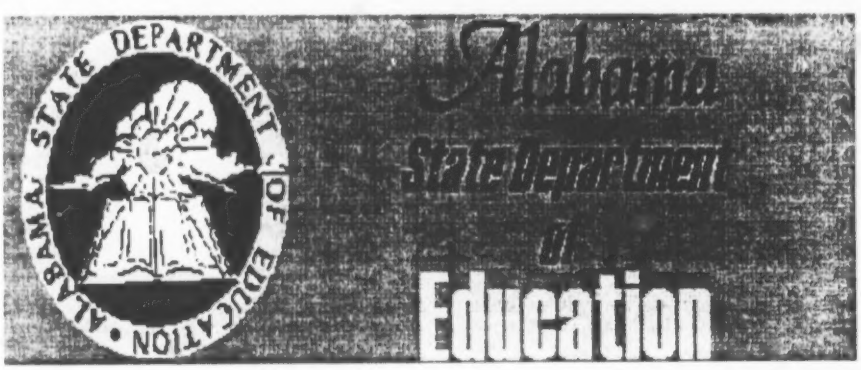
Contact:
June Mabry, Coordinator
State Teacher Certification

Alternative Fifth-Year Level Approach

An individual who has earned at least a bachelor's degree and has been admitted to an Alabama university may be issued a Special Alternative Certificate. This certificate is valid for one scholastic year and may be reissued for two consecutive years at the request of the employing superintendent or headmaster.

Average Beginning Teacher Salary in 1996-97: $26,717

Average Teacher Salary in 1996-97: $30,545



Alaska

Sanna Greene
Professional Teaching Practice Commission
Alaska Department of Education
801 West 10th Street
Suite 200
Juneau, Alaska 99801
(907) 269-6579
certify@educ.state.ak.us

Alaska Teacher Placement is a statewide clearinghouse for placing educators in school districts. It uses an individual referral system to send vacancy announcements to registrants via e-mail or regular mail. Once registered, registrants receive monthly newsletters, job announcements, opportunities to attend job fairs, and have their file viewed electronically by district administrators. On this web site, the perspective teachers are sorted by field and those who have received employment are noted and congratulated. This is organized by a non-profit organization housed within the University of Alaska at Fairbanks. It serves as a liaison between educators and Alaskan district administrators. Each candidate for employment has his/her own web page on the site.

Job Fairs: State recruitment fairs are held twice a year. The spring job fair is held in Anchorage in April and lasts four days. The summer fair is held in Fairbanks and lasts three days. In May, 1998, Alaska participated in the two-day "Lower 48 Job Fair" held in Minneapolis. It was a two-day fair held in May.

Teacher Salaries: Alaskan salaries vary with each district's remoteness, cost of living, etc. Beginning teacher salaries range from $29,000 to $39,000. Master's level salaries range from $31,000 to $42,000. Top teacher's salaries range from $50,000 to $67,000.

Quality Schools Initiative: The state has enacted new legislation to ensure accountability in their educational system. Built into the legislation is training for teachers on the standards. Teachers and administrators are licensed based on the standards and school districts base teacher evaluations on the standards.

Average Beginning Teacher Salary in 1996-97: $32,502

Average Teacher Salary in 1996-97: $47,864

Alaska Department of Education

Arizona

Arizona Department
of Education
1535 East Jefferson Street
Phoenix, Arizona 85007
(602) 542-3111

Navajo Nation/Ford Foundation Teacher Education Program

This program is designed to recruit teacher candidates within the Navajo Nation. Paraprofessionals already working in schools within the Nation are the primary target group. Originally funded by the Ford Foundation, this teacher education program is now fully supported by the Navajo. With the collaboration of five colleges—Fort Lewis College, California; University of New Mexico-Albuquerque; Northern Arizona University-Flagstaff; Prescott College, Arizona; Dine College—providing "value-added" support within the Nation and the Nation's laws, 300 teacher education graduates are now fully certified and teaching. The five colleges provide on-site education courses throughout the Nation allowing candidates the opportunity to immediately apply what is learned as they continue working within the school.

Candidates sign an agreement to complete the program and obtain certification. The program provides funding based on a formula—$500 per upper level/BA course and $250 per course at the AA level. Course work must be toward a degree in education and all candidates must pursue bilingual or bicultural education in addition to their major field of study.

To recruit students into teaching, the program holds a summer institute for sixty participants in grades 6-8.

Roxanne Gorman, Director
PO Box 40380
Windowrock, Arizona
86515
Phone: 602-871-7449

Federal Loan Deferral Program

For More Information:
Michelle Carter
Federal Teacher Shortage Program
602-542-5045

· A program that provides teachers teaching in designated school districts the benefits of deferring their Stafford Loads and Supplemental Student Loans (the teacher will be responsible for the principal at the completion of deferment) and/or reduction of teaching responsibility for Paul Douglas Scholarship recipients. Benefits of this program are extended only to teachers in designated shortage areas.

· Every school district in Arizona is considered for loan deferment benefits. Teacher shortage is determined by computing the proportion of full-time teachers holding either an emergency or provisional teaching certificate.

· Only 5% of the total teaching population is eligible for the loan deferment

· Once a school district has been designated as a teacher shortage area, all schools including charter schools, private schools, and federal schools located within the district boundaries are eligible.

Troops to Teachers

This program provides referral assistance and placement services to service members and civilian employees of the Department of Defense who are interested in beginning a second career in public education as a teacher or teacher's aide.

ARIZONA DEPARTMENT OF EDUCATION

Average Beginning Teacher Salary in 1996-97: $24,286

Arkansas

Arkansas Department of Education
URL: arkedu.state.ar.us/
Contact: Donna Elliot
delliot@arkedu.k12.ar.us

Teacher Education and Licensure
#4 State Capitol Mall
Room 106B/107B
Little Rock, AR 72201-1071
(501)682-4342

· Arkansas has passed ambitious legislation that raised teacher salaries and improved benefits, created supports for National Board Certification, and increased teacher planning time.

· Scholarships/Forgivable loans are available for young people interested in teaching

· A high school based teacher recruitment program, Teachers of Tomorrow, is offered in Pulaski County. This program is based on the South Carolina Teacher Cadet Program.

Winthrop Rockefeller Foundation

· The Winthrop Rockefeller Foundation has provided funding for collaborative partnerships between K-12 and higher education institutions to develop strategies to recruit and retain underrepresented teachers in teacher education programs.

· Annual conferences and workshops are held to provide planning time for the partnerships

Minority Teacher And Administrator Recruitment:

Arkansas State Board of Education Rules and Regulations require school districts to submit minority recruitment plans.

· The plans place emphasis on recruitment of African-American and other minorities for teacher and administrator positions.

· The plan place emphasis on encouraging minority students to pursue a career in education.

· Each school district establishes a minority teacher and administrator recruitment/employment goal to reflect the minority student enrollment within ten years. In order for students to have a realistic view of the world, there shall be diversity in the certificated staff.

Alternative Teacher Certification

Applicants must secure a full-time teaching job in a certifiable subject area with a school district (under the district's mentorship program). At the same time, each applicant must participate in a state-developed teacher preparation program including workshops and on-the-job monitoring as determined by the Arkansas Department of Education.

Average Beginning Teacher Salary in 1996-97: $20,680

Average Teacher Salary in 1996-97: $28,950

California

CalTeach, the Interactive Recruitment Network of the State of California
1250 Bellflower Blvd.
Long Beach California 90840
(562) 985-4966
Fax: (562) 985-4967
calteach@csulb.edu
Teaching Helpline:
1(800)969-8322

· The California Center for Teaching Careers (CalTeach) was established by Governor Wilson and the California Legislature in 1997 to recruit qualified individuals to the teaching profession in order to alleviate the shortage of credential teachers in California.

· Each year California's public school population increases by 150,000 students

· As many as 250,000 new teachers will be needed over the next decade in California

· Each year thousands of teachers without adequate qualifications are hired to teach on an emergency basis to fill the critical shortage.

· In California, 46% of high school math teachers lack even a minor in math.

· Modeled after the South Carolina Center for Teacher Recruitment, CalTeach is a one-stop information and referral recruitment center for individuals who may be interested in a teaching career. With centers located at the Institute for Education Reform at CSU, Sacramento and the School of Education at CSU, Long Beach, CalTeach offers a variety of informational and counselor-assisted services to prospective teachers.

Latino Teacher Project

· In Los Angeles, a consortium of colleges, local teacher unions, policy organizations, and the Lost Angeles Unified School District operate a program to train Latino paraprofessionals to be teachers. This program offers strong academic and social support for participants, including a cohort system of peer support, faculty mentors at each teaching assistant's home school, and adjunct class sessions for program participants who need academic assistance. In operation since 1992, the Latino Teacher Project has an extremely low dropout rate and has produced significant numbers of high quality teachers for Los Angeles schools.

· The **California Mathematics and Science Teacher Corps Programs** was established through partnerships between California State University and several corporations, which provide stipends for their retiring employees to enter teacher preparation programs.

California Department Education

Average Beginning Teacher Salary in 1996-97: $26,684

Coming from companies such as IBM, TRW, and Hughes, most participants have master's degrees in math or science fields and several years of work experience as engineers.

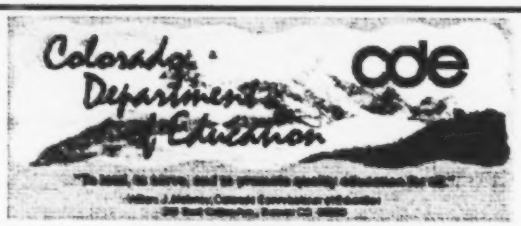
· **New Haven Unified School District**, a low-wealth district, has invested money, time, and resources in building a professional environment that focuses on student and teacher learning. Every week one morning is set aside for teachers to meet in collaborative teams and learn from one another. The district also gives teachers the time they need during the day to work with administration on curriculum, technology, assessments, student standards, and beginning teacher induction programs. New Haven Unified has found that its emphasis on high standards combined with student and teacher internships and induction programs has given it exceptionally high teacher retention rates and, in a state where many districts find it hard to hire qualified teachers, an exceptionally competitive hiring process.

Colorado

Colorado Department of Education
http://www.cde.state.co.us

Dr. Barbara McWhorter, Director, *Project Promise*
Dr. Angie Paccione, Associate Director, *Project Promise*
School of Education
Colorado State University
Fort Collins, Colorado 80523
Paccione@lamar.colostate.edu

Colorado Association of School Executives
http://www.co-case.org



Average Beginning Teacher Salary in 1996-97: $23,068

- The Colorado State Board of Education has set licensure standards which must be met so that only the best and most promising candidates are recruited and then receive and retain licenses. Standards have also been developed for School Principals and Administrators
- Through a process of reciprocity, Colorado attracts teachers into the state who will then meet licensing requirements for the state.
- There is no special agency that does teacher recruitment in Colorado. All districts advertise and recruit their own staff.

Project Promise

- Colorado State University – *Project Promise* – "Those participants...are not burnouts from other careers, but rather individuals who have a strong and sincere desire to have a positive influence on young people." – Founder, *Project Promise*
- "Our intent is to select and prepare teachers who have the passion and commitment to make a difference in the hearts and minds of all students." – Dr. Barbara McWhorter, Director, *Project Promise*
- Until recent efforts to entice college graduates to switch from other careers to teaching, changing careers meant starting over completely. When the enormity of the teacher shortage became known to state policy makers and others, many called for greater flexibility in hiring practices, pushing through legislation that often allowed noncertified personnel from other academic fields to enter teaching immediately.
- Special recruiting campaigns targeted the military and/or recent college graduates.
- In order to retain the valuable contributions of alternate-route teachers, more recent initiatives have focused on better recruitment policies and more structured preparation for classroom teaching as well as continued supervision. More than 200 higher education institutions now participate in such programs.
- The founders of *Project Promise* at Colorado State University believe that candidate selection is a major factor in this program's success. A preliminary application given to applicants asks general questions: "Why do you want to enter teaching?" or "How would you describe an especially rewarding teaching experience you have had?" or "How could students be motivated to work harder?" Finalists take part in interviews. At the end of this process, 20 candidates become the *Project Promise* cohorts for the year. They are eligible for limited scholarship assistance. The candidates enter into an intensive but compressed program lasting 10 and a half months under the supervision of the same faculty and graduate assistants throughout. They enroll in distinct student teaching placements – rural, urban, middle and high school. Their total time as student teachers is about 22 weeks. Over 90 percent of the *Project Promise* candidates find jobs each year and follow-up studies indicate that 80 percent stay in teaching for at least 5 years. Project Promise has graduated 20 teachers a year since 1989.
- The *Project Promise* Program was designated as a Colorado Commission on Higher Education *Program of Excellence*.

Connecticut

Contact: Jack Hasegawa and Carol Mulready (860-524-4013) at the Capital Regional Education Council (minority recruitment and "YES" clubs)

• Teacher recruitment is mainly handled at the district level in Connecticut

• Contacts for the Connecticut Standards Commission are Dr. Ray Pechone (860-566-5401) and Dr. Abigail Hughes (860-566-2117), Tom Murphy (860-566-1304) and Betty Sternburg (860-566-8113) at the Public Education Commission.

• Betty Sternburg stated that there is no shortage of teachers in Connecticut because they took two steps in the 1980's that ensured there would be a ready supply of qualified teachers:

1) Connecticut significantly raised teacher salaries to make Connecticut the top state in teacher pay in the nation. Before that time, they were about 27th. (Alaska and Connecticut now share the top spot from year to year.)

2) They realized raising salaries alone wasn't enough, so they raised standards through their Education Enhancement Act. They use PRAXIS I and II.

• There are many more applications than openings.

• Minority recruitment: They have had a TOP program which is being phased out. Connecticut's minority student population is approximately 25% and the minority teacher population is about 5-6%.

• TOP was passed and funded by the CT legislature to address this disparity, but is being phased out because of its small return on the state's investment. It was geared to paraprofessionals -- paying their salary and tuition. It has produced only 33 minority teachers.

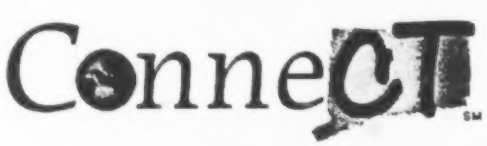
• A request to the legislature has been made for 3 million dollars to fund a minority recruitment program that will cost less per person.

• Connecticut Regional Education Centers sponsor YES (Young Educator's Society) clubs for middle and high school students. CREC sponsored Connecticut's first future teacher state convention this year and it sponsors a summer institute called Future Teachers II that offers a four week residential program with college credit to attract students into teaching.

• Alternative certification has been operating only in the summer and was paid for by the participants, but under a new plan to help attract minorities it will operate after school and on weekends and the state will pay support for minority candidates. All alternative certification candidates have to pass the same testing requirements as regular candidates.

• The Capitol Region Education Council (CREC) has a minority recruitment action plan. It works with 43 school districts (who offer a common application form) providing information to minority teaching candidates and career fairs for minority candidates.

Average Beginning Teacher Salary in 1996-97: $29,154



Delaware

• Delaware's teachers are the state's primary educational leaders.

• The State's role is to ensure that teachers entering service meet sufficient pre-service standards and to ensure that the state provides incentives through the state salary scale and through professional staff development funding so that teachers can pursue classroom-relevant training which improves their performance.

• Since accountability for academic outcomes rests primarily at the school and district level, those local entities are primarily responsible for recruiting and then evaluating their own teachers.

• The Governor of Delaware believes that every teacher entering service should have an acceptable score on the state's pre-service skills test PRAXIS or an equivalent test such as the SAT.

• Delaware wants to enhance subject matter skill requirements and increase the number of subject matter majors who teach in Delaware schools.

• Alternative Routes to Certification - ARTC – offers individuals from other careers and professions an accommodating and non-traditional path to secondary teacher certification. Qualified individuals can complete certification requirements while they are employed as full-time teachers through a one-year program of institutes, classes and seminars accompanied by intensive school-based supervision and mentoring.

- All Delaware secondary and charter schools can hire ARTC teachers.

- ARTC only covers academic content areas for which Delaware offers secondary certification.

- To be eligible for ARTC, you need an appropriate college degree, pass the PRAXIS I and obtain acceptable health and criminal background clearances.

- Schools are most likely to hire ARTC teachers in subject areas where there are few certified teachers.

- In lieu of student teaching, the ARTC candidate's school provides intensive on-the-job mentoring and supervision for a period of at least 30 weeks and up to 2 years.

- To pursue ARTC – apply for Delaware certification, take the PRAXIS I, apply for teaching positions.

Contact Information:
Office of Governor Thomas H. Carper
820 North French Street
Wilmington, Delaware 19801

Delaware Department of Education
http://www.doe.state.de.us

Average Beginning Teacher Salary in 1996-97: $24,349

Average Teacher Salary in 1996-97: $39,076

Florida

Contact
Ron Burton
Project Specialist for Florida Department of Education
1-800-FL-TEACH

• Recruitment is a problem for this state and expectations are that the problem will grow in the next five years

• The best recruitment tool has been the Great Florida Teach-In, a database is maintained by each district as to inquiries about positions. Collaboration between Florida and out-of-state colleges (Clemson and USC participate) to find out which education graduates are interested in teaching in Florida. Invitations to the teachers are sent to all on database as well as the colleges and universities (education departments). Districts send interviewers (some send as many as 50); they attempt to find teachers in shortage areas for that district, and they offer contracts on the spot when possible. Usually 40 of the 60 school districts participate.

• Florida has teaching "clubs" in the high schools; the FEA holds regional conferences for those interested in teaching. These are just like an adult education conference- keynote speakers to motivate to teach, breakout sessions, etc.

• Troops to Teachers has been very successful; 250 hired through this program. These teachers have counseling background and experience since they have worked with just-beyond-high school age. There is no real shock to them to enter the classroom; retention rate is very high.

• It's not hard to recruit the best minority teachers; Florida cannot focus always on the driven-to-big-money minorities. The job market for bright, successful minorities is "ripe for the picking."

• The biggest problem in attracting teachers and certifying them has to do with the second career people. *Question:* **How do you provide the time and the money for them to get certified even if they want to teach?** Out-placement counselors recommend teaching as an option. Even more valuable than the recent college graduates, they have the highest retention rate and the greatest experience in application of skills and concepts that are taught in the classroom.

Florida is researching and determining how to provide financial assistance to these people to get certified.

The subject area shortage is being addressed through financial assistance to become certified in critical needs areas (this is the equivalent of the South Carolina Teacher Loan program). Money is provided for a certified teacher to get certified in another critical area.

• Florida universities (especially Florida State) are looking into degrees and certification courses on the Internet, which will be attractive to second career adults. Oklahoma is already offering this. The Florida Department of Education is working with colleges to improve the teacher education programs in an attempt to retain the new teachers.

Average Beginning Teacher Salary in 1996-97: $24,736

Georgia

Christopher Richardson
Recruitment Specialist
Public School Recruitment
Office of Human Resources
2052 Twin Towers East
Atlanta, Georgia 30334
404) 656-4339
Chris_Richardson@doe.k12.ga.us

Georgia Public School Recruitment Service: This is a unit of the Georgia DOE that assists public school systems with recruiting qualified teachers, administrators, and service personnel. This service has a web site that enables employment seekers to view job vacancies posted by public school systems and apply for them on-line. A brochure is available telling about the service and how to go about using it.

HOPE Teacher Scholarship Program: This program is funded by the Georgia Lottery for Education and is a component of the HOPE Scholarship Program, a division of the Georgia Finance Authority. It provides service-cancelable loans to teachers and individuals who are seeking **advanced** degrees in critical shortage teaching fields leading to certification. Candidates must be residents of Georgia and attend a Georgia University System institution. A student may receive up to $10,000 for one of the approved programs of study to be completed within five years. The student must then commit to teaching in the critical shortage area in the Georgia School system.

Those eligible for the HOPE Scholarships include: teachers without a master's degree who are seeking an advanced degree in their field or a new critical shortage field, teachers with master's degrees who are seeking specialist degrees or doctorate degrees, and Georgians with a bachelor's degree not currently teaching or who have not taught. Once the degree is received, the student must teach, on a full-time basis, as an employee of the Georgia Public School System in his/her critical field area for one academic year for each $2,500 awarded by the scholarship. The obligation must be completed within five years of employment.

PROMISE Teacher Scholarship Program: The PROMISE Teacher Scholarship is funded by the Georgia Lottery for Education and is a component of the HOPE Scholarship Program. PROMISE provides service-cancelable loans for up to $3000 per academic year to those students who agree to teach in the Georgia System after graduation.

The money may be used for direct or indirect educational costs. The purpose of the program is to attract high-achieving undergraduates into the field of teaching and provide them with financial assistance beginning their junior year and continuing through their senior year.

Students must maintain a 3.6 based on a 4.0 grade point average and be classified as a junior. Upon receiving a degree, the student must teach in the Georgia School System one academic school year for each $1,500 received through the grant. The teaching requirement must be fulfilled within five years.

Career and Job Fairs: Various Georgia colleges and universities throughout the state hold job fairs that are published on the Public School Recruitment Services web site.

Average Beginning Teacher Salary in 1996-97: $25,434

Hawaii

Hawaii does not recruit in its own state. Instead, they visit other states actively recruiting their teachers and giving them contracts at the time of recruitment. They also give a housing allowance for moving.

Bruce Shimomoto (bshimomo@hekili.k12.hi.us) Personnel Specialist, supplied the following information via e-mail:

- Annually, recruitment teams from Hawaii travel to other states to recruit teachers.
- In the Spring of 1999, teams will be attending recruitment fairs in Seattle, Spokane, Illinois, Michigan, Pittsburgh, Philadelphia, New York, Ohio, San Francisco and Los Angeles. They are specifically recruiting for teachers in the shortage areas of special education, mathematics, science, industrial arts and school counseling.
- If the recruiter interviews a strong candidate, a job offer is made at the time of the interview. Hawaii pays a small relocation reimbursement depending on the distance the teacher must travel to Hawaii.
- Hawaii has developed working relationships with various colleges who annually have graduates coming to Hawaii. These graduates, in turn, assist in recruiting in subsequent years by acting as resources that newly hired teachers can call for information and assistance.
- Hawaii has explored the possibility of recruiting Canadian special education teachers but found that the teacher preparation programs in Canada differ from US institutions so the state will target foreign students who are attending US schools. If a job offer is made, they will petition for a H1B visa for the teacher to teach in Hawaii for three years.

Average Beginning Teacher Salary in 1996-97: $25,965

The Governor of the State of Hawaii considers education in the 50th state to be a top priority. The elected Board of Education and the State Superintendent, appointed by the BOE, are committed to achieving excellence in Hawaii's public schools.

The Department of Education is involved in renewal and reform efforts to affect improved quality as a foundation for education in Hawaii. The cornerstones of that foundation are the educators who will prepare students for the year 2000 and beyond.

Schools are viewed as partnerships involving students, teachers, parents, administration, business, and the community.

Hawaii is the only state with a single unified school system. The DOE operates 241 regular schools, 3 special schools, and one state center for special students for a total of 245 schools. Student enrollment exceeds 188,000. It is anticipated that as many as a dozen new schools will be needed to meet enrollment increases projected for the year 2000.

Idaho

State EducationWeb Site
www.sde.state.id.us

Idaho does not have a recruitment program; however, their initiative to fund and support National Board Certification is an indirect way of recruiting good teachers.

Idaho NBPTS Initiative

The Idaho National Board for Professional Teaching Standards (NBPTS) Initiative, funded by the J.A. & Kathryn Albertson Foundation, brings together school districts and higher education institutions from across the state to provide the essential support needed to ensure the success of 130 Idaho teachers seeking National Board Certification. The goals of the Initiative are to

- promote, recognize, and encourage teaching excellence in Idaho;
- build capacity of Idaho's schools and higher education institutions to prepare and support teachers pursuing National Board Certification.

The Idaho NBPTS Initiative extends a project successfully created by Idaho State University (ISU) through a foundation grant in 1997. Seven NBPTS professional development partnerships consisting of Idaho school teachers and administrators and higher education institutions are replicating the ISU model statewide. These supports include

- a summer institute where candidates learn about the National Board Certification process and meet National Board Certified teachers.
- In addition, candidates receive mentoring through 6 credits of graduate course work taken during the year they are completing the National Board assessments.
- As part of these courses, candidates engage in activities that support their work toward National Board Certification and receive feedback on their portfolio entries from course instructors, peers, and National Board Certified teachers.

The **Idaho NBPTS Initiative** also provides participating teachers in Idaho with

- financial support including the National Board Certification registration fee,
- monies for payments of substitutes for five days, and
- funds for travel to the assessment center.

Average Beginning Teacher Salary in 1996-97: $19,715

Welcome to

THE
STATE OF IDAHO

Illinois

Illinois Framework For Restructuring The Recruitment, Preparation, Licensure And Continuing Professional Development Of Teachers

This Bill, passed in December 1997, is in the early stages of implementation. Recruitment initiatives within the Bill include:

- Process for recruiting teacher candidates which reflects the importance of the teaching profession to the future of our society.
- Professional development and licensing options which reflect that individuals increasingly have multiple careers within their lifetimes.
- Encouragement for non-traditional candidates to meet the standards for teaching and to enter the teaching profession
- Meaningful strategies to retain good teachers who are leaving the profession.

Mike Long
Professional Development Redesign
217-782-2805

Golden Apple Scholars of Illinois

Dominic Belmonte, Director of Teacher Preparation
Golden Apple Foundation
8 South Michigan Avenue
Suite 700
Chicago, IL 60603-3318
Phone: 312-4097-0006
FAX: 312-407-0344
URL: www.goldenapple.org

- Created in 198 by the Golden Apple Academy, the program is a public/private partnership funded primarily by the Illinois State Board of Education, the Illinois Board of Higher Education, Follett College Stores and other corporations, foundations and individuals.
- It is a preservice teacher support program.
- The mission is to recruit and prepare bright and talented high school graduates for successful careers as excellent teachers in schools of need throughout Illinois. Schools of need are classified by two criteria: designated as having Chapter 1 status by the DOE and by the school's scores of the Illinois Goals Assessment Program (IGAP).
- Each year sixty high school seniors are selected as Golden Apple Scholars. Scholars receive financial assistance of $27,000 over four years and participate in three times the amount of classroom experience as their peers in traditional education programs. This assistance is dependent upon satisfactory academic performance and a commitment to teach for five years in an Illinois school. All Scholars receive a stipend for each summer they participate in a Summer Institute.
- The majority of the Scholars are from low-income households and racially diverse backgrounds.

Golden Apple Academy of Educators

- Each year ten teachers from Cool, Lake and DuPage counties are awarded the Foundation's Golden Apple Award for excellence in classroom teaching. Teachers receive a fall sabbatical at Northwestern University; $2500; an IBM computer and membership in the Golden Apple Academy of Educators. The Academy's purpose is to bring the perspectives of classroom teachers to the process of educational reform.

Golden Apple Teacher Education (GATE)

- Initial efforts will focus on offering courses of study leading to certification for elementary education and secondary science and mathematics.

Average Beginning Teacher Salary in 1996-97: $27,210

Indiana

Indiana Department of Education
ideanet.doc.state.in.us/

Dallas Daniels
Two Market Square Center
251 E. Ohio Street, Suite 201
Indianapolis, IN 46204-2133
ddaniels@ideanet.doc.state.in.us
317-232-0808

• Offers several scholarship programs designed to recruit minorities into teaching careers.

Indiana Professional Standards Board
www.state.in.us/psb/
Dr. Marilyn Scannell
317-232-9000

• Indiana Professional Standards Board is transforming the teaching profession in that state with a set of newly developed policies and a dramatic and vigorous commitment to high standards.

• The Board has the responsibility "to set standards for the preparation, assessment, licensure, induction, and continuing education of education professionals."

• Adopted a set of interlocking standards based on NCATE, INTASC, and National Board

• Decisions about teachers' competencies are based on teachers' abilities to perform in classrooms with increased student achievement as the measure.

• Assessments of teachers currently under development will measure both content knowledge and their ability to perform in the classroom.

• The Indiana Association of Colleges for Teacher Education established task forces to study how the new standards-based and performance-based system would affect preparation and professional development programs and minority recruitment and retention.

• Practicing educators developed the standards with colleagues from higher education.

• In this system, a teacher's career from preparation to induction and licensure to continued professional growth is based on standards. These standards are linked to student achievement standards.

• Teacher preparation programs will be held accountable for their students' performance on the assessments required for licensure. Teachers will have to demonstrate what they know and how well they can perform in the classroom.

Average Beginning Teacher Salary in 1996-97: $24,172

Average Teacher Salary in 1996-97: $36,799

Iowa

Contact: Klark Jessen
Klark.Jessen@ed.state.ia.us
Iowa Department of Education
515-281-5651

• Decisions about staffing in Iowa schools are made at the local level

• Almost all school districts in Iowa require their new hires to hold at least a college minor in the field to be taught, along with full certification and preparation from a state-approved institution.

• Enrollment in Iowa schools is stable compared to other states

• Iowa colleges and universities' positive teacher education reputation is such that Iowa "exports" many more teacher candidates each year than there are openings in Iowa's 375 public districts.

• Iowa does have spot shortages in certain discipline areas and difficulty in attracting and retaining teachers in some rural areas.

• The Iowa legislature this year approved and Governor Terry Branstad signed a bill raising the minimum teacher salary in Iowa to $23,000, with the state picking up the added cost. That move affects up to ten percent of Iowa's approximately 32,000 teaching jobs, mostly in smaller, rural districts where beginning salaries were up to $3,000 lower than this new minimum.

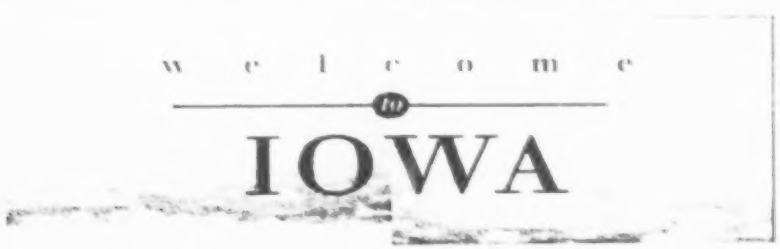
• The legislature this year also approved giving a five-year $10,000 per year award to Iowa teachers who successfully complete the National Board Certification process, along with funds to assist in the $2,000 National Board application fee. While this is first and foremost an effort to retain and reward the best teachers, it also is expected to be a recruiting tool in this state, where salaries are lower than those in some states such as California which regularly send recruiters to Iowa looking for good teaching candidates.

• Iowa has educational employment opportunities listed on the Internet. Both positions that are open and individuals looking for positions are listed on this free service.

www.state.ia.us/educate

Average Beginning Teacher Salary in 1996-97: $21,884

Average Teacher Salary in 1996-97: $31,511



Kansas

www.ksbe.state.ks.us

The KNEA maintains a list of job openings in education in the state of Kansas.

This site can be accessed at www. knea.org or 715 West 10th Street; Topeka, Kansas 66612-1686 at 785-232-8271.

Teacher Recruitment Scholarship

Kansas Teacher Scholarship: Designed to encourage talented students to enter the teaching profession and teach in Kansas in specific curriculum areas. The relative shortage areas for recipients selected in 1997 are special education, science and vocational/practical arts. The awards are proportionally awarded as follows: Special Education 84%, Science 6%, and Vocational/ Practical Arts 10%. Recipients sign an agreement to complete the program of study and teach one year for each year of scholarship.

For More Information:
Kansas Board of Regents
700 Southwest Harrison,
Suite 1410
Topeka, Kansas 66603
785-296-3517

Christa McAuliffe Fellowship Program: Provides fellowships to enable and encourage outstanding teachers to continue their education.

Harold W. McGraw, Jr. Prize in Education: recognizes individuals who have made significant contributions to the advancement of knowledge through education and whose programs and ideas can serve as effective models for the education of future generations of Americans.

Kansas Teacher Hall of Fame: Purpose is to bring credit to the teaching profession and the teachers who have dedicated their lives to helping others become worthwhile, contributing members of our society. A major project is the selection of outstanding teachers, K-12, and Area Vocational Technical schools who have taught at least 25 years in the state.

For More Information
Kansas Teacher Hall of Fame
603 5th Avenue
Dodge City, Kansas 67801
316-225-7311

Kansas Teacher of the Year Program: Identifies, recognizes, and utilizes representatives of excellent teaching in the elementary and secondary classrooms of Kansas. These exemplary teachers serve as ambassadors for education and advocates for students. They participate in professional development conferences designed to provide educators with the tools they need to become more effective leaders. The program is affiliated with the National Teacher of the Year.

For More Information
Robert L. Gast
Recognition Programs, Graphic Arts, and Printing
913-296-4961

Nations Bank Kansas Master Teacher Awards: Recognition of outstanding teacher awards are presented annually to teachers who have served the profession long and well. Seven educators are recognized each year. The program has been in existence since 1954.

For More Information
Scott Waters
Emporia State University
1200 Commercial
Emporia, Kansas 66801
316-341-1200

Average Beginning Teacher Salary in 1996-97: $21,909

Kentucky

Kentucky Department of Education
(502) 564-3421
Tom Peterson
Professional Development
(502) 564-3301

Average Beginning Teacher Salary in 1996-97: $23,018

• Minority recruitment: college visitations, job fairs, scholarships, and a database for minorities who want to teach.

• Public colleges in Kentucky are provided money by the legislature to give scholarships to minorities who plan to teach. The scholarships may be full or partial depending on the number of candidates and some colleges supplement the monies provided by the state.

• The KHEAA gives scholarships and forgiveness loans for special ed., foreign language, math and science to be paid back or forgiven in three years.

• The Minority Teacher Recruitment Project is a joint project between the University of Louisville and Jefferson County Public Schools. It is aimed at middle and high school students to make them aware of opportunities in education. It offers services to college students at the University of Louisville that plan to major in education.

• ACT Project is funded by Dewitt Wallace as part of Pathways to Teaching; prepares paraprofessionals for certification in elementary, middle and special education.

• Kentucky House Bill 305 allows teachers to move up in rank and increase their pay through professional development activities. Teachers use the nine Kentucky teacher standards to organize a professional development program and through it can move up in certification and salary. This professional development program can actually supplant a graduate degree, has caused much discussion in the higher education community.

• Alternative certification: Troops to Teachers is effective.

• Kentucky has a Distinguished Educator's Program in which a person who has a degree and at least 10 years experience in their field but does not have an education certification can qualify for a paid internship during which a resource person is provided and a committee works with them. Internship and testing requirements remain vigorous.

• Kentucky also has the KEA future teachers program.

Louisiana

The State of Louisiana enacted a program called LaCEPT, designed to improve teaching in the schools with the current teachers and teaching methods, and to improve the caliber of teachers coming out of the state's teacher training institutes, especially in the fields of math and science.

• The LaCEPT program conducted workshops all over the state to train math and science teachers in the latest methodology.

• Teachers received graduate and continuing credit for the summer trainings and they have reported great improvement in test scores and motivation of both teachers and students.

• Trainees are paired with LaCEPT trained teachers who are paid a stipend to work with the trainees.

• The trainees, in the Teacher Scholars Program, have the opportunity to practice their methods in a real laboratory situation with the guidance of a teacher who is trained in the latest techniques and philosophy for the teaching of the critical subjects of math and science.

• Data available indicates that students involved in this program have an average GPA of better than 3.6 in their major area of study.

• An addition has been made to an already good program wherein the students who are willing to make a written commitment to teach math and science for a specified length of time will be given a completely free education. LaCEPT provides tuition and a small stipend for a select number of graduate and undergraduate students who maintain an average of 3.41 or better on a 4.0.

Average Beginning Teacher Salary in 1996-97: $21,087

webserv.regents.state.la.us/Laceptho.htm

•LaCEPT has produced a video on the Teaching Scholars Program. This program is also involved in teacher preparation reform.

• The Louisiana Board of Regents has modified statewide policies for new and ongoing academic programs to ensure collaboration between academic subject and teacher education departments.

• The Board of Regents has supported legislation that will create a Center for Innovative Teaching and Learning which will continue reforms in math and science preparation and will spread to English, as well. Reform-trained cooperating teachers work with students in training.

• By 1999, all its student teachers will be trained by LaCEPT trained instructors. The idea is to train the cooperating teachers and their students who will benefit as well as the student teachers.

Maine

Maine Department of Education- www.state.me.us/
Statehouse Station
Augusta, Maine 04333

Harry Osgood
harry.osgood@state.me.us
Director of Higher Education and Teacher Preparation
#23 Statehouse Station
Augusta, Maine 04333
1-207-287-5315

• No campaigns to attract teachers; shortages are sporadic.

• Last year, there were 380 openings for teachers, and 780 graduates from Maine education programs. In addition, there were 7,000 requests for teacher certification (from all of US).

• Requests due primarily to early retirement among corporate/government employees; many looking to teaching as a second career.

• Shortages, when they occur, are in foreign language, math, science, special ed, speech. There is no special recruitment or incentives.

• The state is working on a process to make out-of-state certification easier to convert (due to public pressure of those recently taking up residence); issue a provisional with a reasonable time period to take course requirements; great way to maintain a database of qualified teachers/teacher candidates.

• High school students can take education courses (and other courses) at no cost to the student when the schedule allows and a student achieves a certain academic level (just to be able to handle the college courses). This stimulates interest in teaching and many just continue with the major upon leaving high school. College faculty might come to school or students go to the campus.

• 50% of all high school graduates go to college.

• No minority recruitment efforts. The state is 98% white, while the other 2% are primarily Asian and French-Canadian, some American Indian.

• Little community support for minority recruitment; however, colleges would like to attract minorities for diversity of ideas.

• The greatest problem at the moment is the implementation of Learning Results (standards of accountability that will eventually measure Maine against international benchmarks rather than national). Maine has attained the national average and beyond, so they have set the bar higher. They expect to lose many teachers who refuse to be a part of the change.

• The state has entered into collaboratives with other states in an attempt to attract teachers and other professions who might be interested in Maine as their home.

Average Beginning Teacher Salary in 1996-97: $21,108

Maryland

State Education Web Site: www.msde.state.md.us

The governor and state superintendent are working together to come up with a plan for teacher recruitment in Maryland.

The 24 school districts in the state are already doing recruitment through career fairs, but the state must do more. On Tuesday, October 27, 1998, the SDE Superintendent will go before the State Board of Education to present the following plans. The proposal will be taken to the legislature in January, 1999.

State School Superintendent Nancy Grasmick calls for Creative Solutions To Boosting Teacher Ranks. She cites low pay, shortage of new teachers as reasons for state-wide concern.

- State income tax breaks for employed and retiring public school teachers.
- Grants and scholarships for education majors who meet requisite scores on SAT tests.
- She also suggested assisting teachers who want to hone their instructional skills while remaining in the classroom by helping to pay for their graduate work.

Dr. Grasmick also said Maryland's teachers should more accurately reflect the society they teach;

- while more than half of the state's students are male, only 24% of its teaching force are men, and even though 36% of the state's public school students are African-American, just 19.7% of Maryland's teachers are.

"Excellence and diversity are not mutually exclusive," she told graduates.

She proposed:

- more aggressive recruiting from minority colleges,
- providing incentives for minority teachers,
- expediting state teaching certification for outstanding candidates regardless of whether they hold education degrees, and
- providing teachers with reason and incentive to stay.

Average Beginning Teacher Salary in 1996-97: $26,548

Average Salary in 1996-97: $41,257

Maryland State Department of EDUCATION

Massachusetts

Contact: Ann L. Duffy
Consultant, The New Teacher Project
Massachusetts Department of Education
350 Main Street
Malden, Massachusetts 02148
(781) 388-3300 ext. 121
Aduffy@doe.mass.edu

Future Educators of America Clubs: This program is designed to develop interest in the teaching profession at the middle and high school levels. Some school districts already have this program in place. In September 1998, superintendents, principals, and teachers will receive Requests for Responses (RFR's) encouraging them to initiate a chapter of FEA in their school. Grants of $2,000 will be available to 50 schools to be used for advisor stipends and start-up costs.

Teach for Massachusetts (Massachusetts Teacher Corps): This program is being developed to attract competent and capable, bright college graduates or mid-career professionals to teach in Massachusetts. The designing phase is scheduled for the months of October, November, and December 1998. By May 1999, a corps of 50 teachers will be identified. This group will undergo extensive training and mentoring. Afterwards, they will earn a $20,000 salary bonus distributed over the first four years of their career. The first year they will receive $8,000. The next three years they will receive $4,000. They must be employed in the Massachusetts school system to receive the bonus.

Attracting Excellence to Teaching: This is a program of loan reimbursement for high achieving college graduates that has been in existence since 1995 but has recently been expanded. Those who graduate in the top 15% of their undergraduate class or have earned an honors designation with either their graduate or undergraduate degrees in either their major or overall are eligible. Teachers may receive up to $150 per month of loan reimbursement twelve months a year. These teachers must be teaching in the Massachusetts schools.

Teachers for Tomorrow Scholarship Program: This is a program which offers tuition remission at a Massachusetts public undergraduate program for high school seniors who graduate in the top 25% of their class and agree to teach for a minimum of four years in the Massachusetts school system after graduation. The first group of scholarship recipients will enter their first year of college in the fall of 1999.

Master Teachers/National Board Certification: The goal is to have 1000 master teachers by 2003. These teachers, at this time, will have to complete the National Board Certification. Alternative paths to Master Teacher status are being explored. Master teachers will be awarded $5000 per year for 10 years upon completion of their certification for a total of $50,000.

Apprentice Teachers and Alternative Certification: Possibilities for alternative certification paths are currently being explored in Massachusetts for those entering the profession for the first time and those seeking a standard certificate. Apprentice teachers have been loosely defined as strong teaching candidates, possessing only a bachelor's degree who do not meet the rigid criteria for the Teach for Massachusetts Program.

Michigan

Terry Curry Wardell, Director
Office of Human Resources
Michigan Department
of Education
Post Office Box 30008
Lansing, Michigan 48909
(517) 373-0794
curryt@state.mi.us

Professional Development: The Michigan Department of Education Professional Development Action Team has developed and implemented strategies to provide all Michigan educators with continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter, and to use emerging instructional methods, forms of assessment, and technologies, within the context of the Michigan definition and standards for professional development. Numerous institutes and workshops have been designed and/or sponsored for teachers by this division.

New Teacher Induction and Mentoring: The new teacher and mentoring process involves 15 days of intensive professional development tailored to meet the needs of these teachers.

A Clearinghouse for Educators: Based on recommendations of the Title I Committee of Practitioners, the Michigan Department of Education has developed a support system for teaching and learning. A clearinghouse has been established to give educators throughout the state access to information on high quality providers of professional development and technical assistance across a range of key topics related to teaching and learning. The clearinghouse is a cooperative effort involving Career and Technical Education, School-to-Work, School Development, Compensatory Education, Eisenhower and the Math/Science Systemic Initiative.

Michigan's Alternative Routes to Teacher Certification (MARTC): The purpose of this alternative route is to address local/regional teacher shortages in specific grade levels, in subject areas or geographic settings, and in order to promote diversity of culture and gender by expanding the pool of minority and underrepresented teacher candidates. Individuals seeking alternative certification must:

a. possess a bachelor's degree from an accredited postsecondary institution; and

b. have a major or graduate degree in the field of specialization in which he/she will teach.

Candidates will become certified by the successful completion of required coursework and supervised practical experience offered under the conditions which vary from the traditional state approved teacher preparation program.

Standards for Professional Development: Michigan has developed standards for professional development which are to be included in all aspects of offerings to Michigan educators. These are included and addressed in each of the Michigan Curriculum Frameworks. Each Framework has a section on Professional Development which seeks to align professional development with school improvement, curriculum content, student learning, and assessment needs. Numerous training sessions have been offered to enable teachers to better use the frameworks.

Average Beginning Teacher Salary in 1996-97: $25,600

Minnesota

Contact Information:
Minnesota Department of Children, Families and Learning
http://www.educ.state.mn.us

MINNESOTA DEPARTMENT OF *Children, Families & Learning*

• Minnesota does not have license reciprocity with any other states.

• "Without clearly stated expectations, no individual or institution can succeed... Performance expectations need to exist for states, districts, schools, teachers, students, families and communities. These standards should represent a community consensus about what constitutes success." – CEO, Minneapolis Public Schools

Career in Teaching Program

• In Minneapolis, a better system of accountability had been in the district since 1984 when a joint Labor/ Management Task Force on Teacher Professionalism began conducting research and developing a vision for the teacher evaluation process. The Task Force created a Career-In-Teaching program similar to that of other urban districts, and it continued working on ways to make accountability more meaningful.

• By 1989, the new Professional Development Process (PDP) was ready to be piloted, and over a five-year period school sites adopted it.

• Each participant in the PDP writes a development plan aligned with district and school goals, especially the curriculum content standards.

• Teachers in the PDP process are expected to pursue ways to meet their goals – peer coaching, study groups, action research, videotaping, observations, journals and the development of professional portfolios.

• The PDP, notes a teachers' union document, "moves the teaching profession into the future as it promotes and supports higher standards and professional performance for all."

Average Beginning Teacher Salary in 1996-97: $25,600

Average Teacher Salary in 1996-97: $38,276

The South Carolina Center for Teacher Recruitment

Mississippi

www.mdek12.state.ms.us

Teacher Recruitment Day

The University of Mississippi Career Center sponsors Teacher Recruitment Day each semester. This is a day when school districts who already have or will have teacher vacancies within their respective districts will come to campus to interview students for these positions. Between thirty to fifty school districts attend each semester. They come not only from Mississippi, but from other areas of the United States. This job fair normally has at least 8 - 10 states represented.

Recruitment to Rural Districts

The Mississippi Department of Education has a new program to recruit teachers for the rural areas of the state.

- They give them a housing grant if needed and also funds to attend the college of their choice within the state. There is also a new program called the Mississippi Teacher Fellowship Program which gives teachers a laptop computer.

Mineasa Turner
Student Placement Specialist
Career Center
300 Lyceum
University, MS 38677
Ph. (601)232-7174
Fax (601)232-7759
mineasa@career.olemiss.edu

Mississippi Teacher Corps

The Mississippi Teacher Corps is a professional program for highly motivated, outstanding college graduates willing to take on the challenge of high school instruction for a two-year period or longer. The objective is three-fold:

- To provide dedicated, talented teachers for Mississippi school districts where an inadequate supply of teachers exists.
- To afford a structured entry into the teaching profession for outstanding liberal arts graduates who may have never taught before.
- To identify and nurture educational leaders for the 21st century.

Approximately 25 of the most qualified applicants are selected to participate each year. Candidates must hold a Bachelor's degree by the time they enroll in summer training segment and will be recruited in the areas of mathematics, science, social studies, English, and foreign language (French and Spanish). Previous education course work is not required or expected, nor is the program limited to recent graduates alone. Minority candidates and those with strong aptitudes in mathematics, natural science, or physical science are especially encouraged to apply.

The two-year professional program begins with an intensive eight-week summer institute to train recruits in the skills needed to assist them in the transition to a teaching role. The summer training component takes place at the University of Mississippi in Oxford.

The eight-week institute combined with passing scores on the Praxis I and the Content Mastery Examinations for Educators (CMEE) enables recruits to qualify for alternative teacher certification with the Mississippi State Department of Education.

Upon successful completion of certification requirements, recruits contract to teach for at least two years in the public school districts selected on the basis of local need at the discretion of the Mississippi Teacher Corps office.

In an effort to provide ongoing support and training of recruits once they enter the classrooms, the Mississippi Teacher Corps members pursue a Master of Arts degree in Curriculum and Instruction. During the initial teaching year, participants are enrolled in weekend classes where university faculty assist in meeting their specific teaching needs.

School of Education faculty make field visits to Corps members in their public school classrooms to provide additional guidance and assistance. Participants take additional semester hours of course work during the first summer session and the following fall to complete the Master of Arts degree.

Teacher Corps recruits are compensated at the same rate as other first-year teachers in their school districts, and salaries begin at approximately $21,000; a package of benefits is also provided.

Mississippi Teacher Corps
P.O. Box 2044
University of Mississippi
University, MS 38677-044
800/884-7606
hgaston@olemiss.edu

Dr. Tom Bates,
Certification Officer
School of Education
The University of Mississippi
University, MS 38677
(601)-232-7063
tbates@sunset.backbone.olemiss.edu

1996-97
Beginning Teacher
Salary:
$19,650

Missouri

Contact:
Janet Goeller
Director of Teacher Recruitment and Retention
(573) 751-1191
jgoeller@mail.dese.state.mo.us

1996-97 Beginning Teacher Salary: $23,205

Summary

- September 1, 1998: 270 teaching positions (8%) in St. Louis Public Schools remained vacant.
- District officials cite nationwide teaching shortages, resignations, last-minute retirements and the lure of higher salaries elsewhere.
- City teachers also cite discipline problems and a lack of support among their reasons for leaving.
- Stop-gap measures include a career transition program and tuition assistance for city substitutes in preparation for the next wave of retirements; 500 city teachers will be eligible this school year.
- New state legislation will cut down the waiting time for out-of-state teachers who want to teach in Missouri.
- This year, twenty-one city teacher assistants and substitutes will finish a special three year program toward initial certification.
- At one St. Louis school, Blewett Middle, one third of classroom teachers are substitutes. Blewett teachers cite lack of parental and administrator support as reasons for frustrated teachers and vacancies.

From the ERIC database

Recruiting Bright Students into Education: A Collaborative Effort.

Wright, Audrey E.; Garten, Ted R.

Abstract: The Best and Brightest Program at Central Missouri State University (CMSU) encourages talented high school students to enter the teaching profession. High school students with effective teacher attributes are nominated, through collaboration among university personnel, elementary and secondary practitioners, educational organizations, and alumni. These students are contacted directly by university personnel and urged to pursue university studies in education. The students are invited to Career Day for Talented Students in Education, where they receive an overview of career opportunities in education and the university's teacher education program. Nominations are aligned with state and university scholarship programs designed to provide financial incentives for the students. Evaluation of the program indicates it has led to a significant increase in Missouri Teacher Education Scholarships received by students planning to attend CMSU and in the percentage of freshmen distinguished scholar candidates committed to teacher education. In the first year of the program, there was a 78 percent increase in nominations and a 99 percent increase in enrollment of talented students. The model has been recognized by the Missouri Department of Education as an exemplary recruitment method.

Montana

State Education Agency Web Site: www.opi.mt.gov

Don Freshour
Office of Public Instruction
(406) 444-2577

The American Association of Colleges for Teacher Education/Service Learning and Teacher Education (AACTE/SLATE) project provides a national forum for the advancement of the service-learning initiative.

AACTE/SLATE is focused on the expansion of the knowledge base of service-learning in teacher education. Already actively involved in the support of service-learning, AACTE, with support from The Corporation for National Service, encourages the schools, colleges, and departments of education (SCDEs) to consider service-learning as a means of improving teacher education.

The University of Montana is one of six sites in the nation chosen for participation in the SLATE initiative to increase the use of service learning in schools of education and across communities. The purpose of the SLATE project at The University of Montana is to document and expand upon current service learning efforts, to assess the impact of service learning on students and community agencies, and to prepare training materials for K-12 and higher education faculty. The objectives for the first year of the project are to conduct research projects related to the effectiveness of service learning for students and communities in order to develop applications such as curriculum and training materials for faculties at all levels and areas of study.

Beginning Teacher Salary in 1996-97: $20,592

Average Salary in 1996-97: $29,958

- 69% of Montana's teachers are female, compared to 74% of teachers nationwide.
- Almost 97% of Montana's teachers (compared to 90% nation-wide) are white.
- Native American teachers constitute less than 3% of the teaching workforce — even though 9% of student enrollment is identified as Native American.

At the Montana State University/Billings, Teaching as a Second Career Option is designed for persons who have baccalaureate degrees that are equivalent to approved teaching majors and minors. The M.Ed. option is designed to provide an intensive program toward teacher certification.

Most of the college campuses have a job fair event in the spring and representatives from Montana and other states send recruiters to interview students who are graduating from teacher ed. programs. Otherwise, prospective teachers will contact a school or school district or OPI about job possibilities.

Ernest Rose, Ph.D., Dean
College of Education and Human Services
Montana State University/Billings
ed_rose@vixen.emont.edu

Nebraska

Nebraska Department of Education
Jean Jordan
Human Resources Director- 402-471-4736
jeanj@nde4.nde.state.ne.us

Marge Harouff
402-471-4800
College Program Approval/Teacher Certification
Nebraska Department of Education
Box 94987
Lincoln, Nebraska
68509-4987

• Nebraska seems to mirror the problems in South Carolina with teacher shortages.

• A shortage is predicted but has not become critical; it is predicted to be geographic or subject area shortages.

• Subject area shortages are special education, math, science, music, ESL (due to a high number of migrant farm workers and laborers).

• Shortages will stem from decreasing the number of years to qualify for retirement by 5 years (now in effect).

• A supply and demand study has been mandated to determine the effect of the retirement ruling and other factors.

• Traditionally, recruitment into teacher education has been handled by the colleges. The NDE feels there needs to be more outside influence/contact with the freshmen and sophomores to encourage them into careers in teaching. A possible solution may be a partnership with the colleges by the state or local districts to offset the shortage.

• No pre-collegiate recruiting programs (but they requested information from SCCTR). FTA chapters are strongly recommended for each high school.

• For those who choose to teach in rural areas, teacher loans will be forgiven.

• Exploring the idea of a statewide salary scale based on the state income tax and not local property tax funding. It is considered an "off-the-wall" idea right now but gaining much interest. The state hopes this will help with the rural shortages (districts who cannot afford to pay as much as the city/ suburban districts).

• All recruiting presently carried out by local districts (job fairs, etc.).

• An Alternative Certification Task Force has been organized. It has met once and drafted an action plan; the Task Force will survey the following groups (as to why they are no longer in education; would they return, and under what conditions; and suggestions about job sharing):

-educators who renewed certificates (650 this year) but are not teaching,

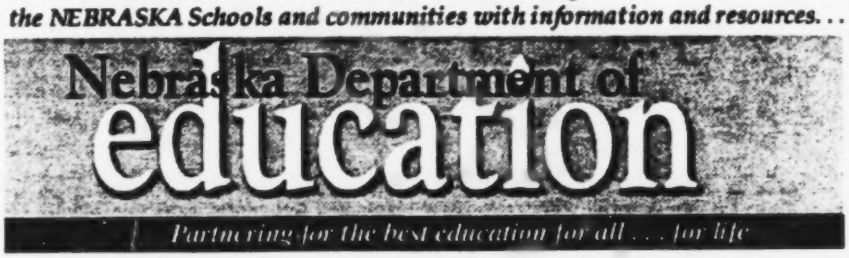
-administrators who are no longer in an education career, and

-current educators who are 55 and over (to try to keep in teaching).

The NDE feels that the public has little knowledge of the shortage and the impact of the impending shortage.

Beginning Teacher Salary in 1996-97: $21,189

Welcome to our website. We are dedicated to serving the NEBRASKA Schools and communities with information and resources. . . .



Nevada

www.dpi.state.nv.us

Dr. George Ann Rice,
Asst Superintendent for
Human Resources Division
2832 E. Flamingo Road,
Las Vegas, Nevada 89121
702-799-5011

One school district's story: Clark County School District is the 9th largest school district in the country. It is growing at a rate of 12,000 students per year. They have such a severe need for teachers that they hold job fairs all over the country.

• Every time a new casino is opened, there is an immediate need for 500 new employees. That means that more families move in and more schools must be built. The districts cannot build schools fast enough to meet their needs.

• Employment opportunities in the Clark County School District are available through three major departments of the Human Resources Division. Each department is responsible for recruiting, hiring and placing personnel according to current needs. Those divisions include:

- Administrative Personnel Department
- Licensed Personnel Services Department
- Support Staff Services Department

The web site also includes a distance recruiting page which has a video-conferencing network where applicants can ask questions and learn about teaching in Nevada.

According to the web site, the state is serious about multi-cultural awareness and sensitivity. They actively recruit the Native Americans and from across all ethnic and racial lines.

Beginning Teacher Salary in 1996-97: $28,538

Average Teacher Salary in 1996-97: $38,010

Washoe County School District
(702) 348-0321
Diversity Educator Scholarship Program
($1,000 stipend during student teaching)

The Diversity Educator Scholarship Program enables classified employees to finish their college education and obtain their teaching credential. A stipend provided during student teaching and the availability of a support group are some features which make the program unique.

New Hampshire

New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3860
Phone: 603-271-2408
FAX: 603-271-4134

The teacher recruitment effort at the state level revolves around alternative routes to certification.

Alternatives to becoming a certified educator:

1) Completing a board approved educator preparation program(s) at a college, university or teacher training institution in New Hampshire in accordance with ED 600;

2A) Relative to the interstate contract concerning qualification of education personnel (ICC) completing a program consistent with the terms of ICC or holding a valid credential from a state belonging to the ICC and having three years out of the last seven under a credential from a participating state;

2B) Relative to a state not signatory to ICC - obtain a certificate provided that the program in that state has been accredited by an accreditation agency including but not limited to NCATE or NRASC;

3) Demonstrated competencies and equivalent experiences;

3A) For applicants who have acquired competencies, skills and knowledge though other means; to qualify-three months of successful full-time continuous teaching experience in an area of specialization;

3B) For applicants who possess a national or regional certification achieved by passing either the Northeast Regional Examination or the National Association of School Psychologists examination;

4) Individualized Professional Development Plan- for applicants recommended for employment under critical staffing shortage, vocational specialty, business administration;

5) Site Based Certification Plan - Available in elementary (must possess a four-year Arts and Science background and overall GPA of 2.5) and secondary (must possess 30 hours in a collegiate major in the subject to be taught and GPA of 2.5) teaching areas, excluding vocational and special education.

This involves a/an: In-Service component (after assumes full responsibility for classroom); Pre-service component (plan completed prior to assuming full responsibility for classroom); Site based certification plan (method for obtaining intern license).

Beginning Teacher Salary in 1996-97: $23,690

Antioch New England Graduate School/Education Department
Alternative Preparation Program
Dianne Hewitt, Admissions Director
40 Avon Street
Keene, NH 03431
dhewitt@antiochne.edu
A professional graduate school of 1,400 students, Antioch New England offers programs tailored to meet the needs of adult learners and working professionals.

New Jersey

www.state.nj.us/njded/

Alternative Licensure

• In 1985, the State Board of Education introduced the nation's first "alternate route" to licensure for qualified liberal arts graduates who have not completed professional education in a traditional teacher training program.

• "Alternate route" candidates attend a program of formal instruction that takes place concurrently with on-the-job support and evaluation.

• Regulations were further revised by the State Board of Education in 1989 to require provisional licensure and on-the-job support for all first year teachers in New Jersey. The regulations established a sequential three-step licensure process as follows:

A. Certificates of Eligibility: These certificates provide the opportunity to seek employment. These are NOT teaching licenses.

Certificates of Eligibility (CE): The CE is issued to those qualified applicants who have not completed a state approved college teacher training program (for example, alternate route candidates).

Certificates of Eligibility with Advanced Standing. (CEAS): The CEAS is issued to all graduates of state approved college teacher training programs. Teacher candidates who can document one year of full time teaching experience under a valid state license will be issued standard licenses.

B. Provisional License: This one year license allows the holder to begin working in the classroom and legalizes employment. It signifies that the applicant holds a CE or a CEAS and has accepted an offer of employment. In addition, it signifies that the employing school district or approved nonpublic school has registered the applicant in the Provisional Teacher Program and has agreed to provide the required support and supervision.

C. Standard License: This permanent credential allows the holder to serve without condition in all New Jersey public schools. It signifies successful completion of Provisional Teacher Program requirements while serving under a provisional license during the first year of employment.

Ida Graham, Director
Office of Licensing and Credentials
Phone 609-292-2045

The Troops to Teachers Program

Troops to Teachers is a federal program which seeks to place experienced former military personnel as teachers in school districts which serve high concentrations of low-income families. Generally, military retirees are eligible for the program within the year following their separation from the military. Former military staff participating in the program are eligible for employment in school districts which receive federal Chapter 1 concentration grant funding.

Judith-Ann Voehl
Coordinator of
Special Programs
Office of Professional
Development
NJ State Department of
Education
CN 500
Trenton, NJ 08625-0500
1-800-680-0884

Beginning Teacher Salary in 1996-97: $28,039

New Mexico

New Mexico Department of Public Education
(505-827-6516)
Elaine Martinez
(505-827-6586)

• New Mexico publishes a newsletter to advertise Special Ed vacancies in NM.

• New Mexico passed a memorial to attract retirees into education. It's an effort to meet the need for substitutes by encouraging the SDPE to study and design a pilot for using government employees and retirees as volunteer substitute teachers.

Dr. Lawrence Burns,
Education Dean at
Eastern New Mexico University

• New Mexico's biggest recruitment problem is the fact that the teacher salaries are too low to attract teachers. They go east to Texas and make more money.

• New Mexico hires 50% of their teachers from out of state and even with that they have 1500 teachers teaching on certification waivers; 500 of them are special educators.

• Concerned educators are working with the legislature now to raise salaries.

• Title II has some incentives built in to attract teachers to teach on the reservations.

• Recruitment has been through very traditional means: buses and billboards. Their most successful means has been their Web site on the Internet.

• At the university level they have scholarships for teacher candidates.

• Troops to teachers is very big with Cannon AFB in their state. They sponsor breakfast and dinner meetings for prospective teachers and recruit at career fairs as far away as Alabama.

Beginning Teacher Salary in 1996-97: $22,840

www.sde.state.nm.us

Alternative Licensure Program

To obtain employment as a teacher, a New Mexico school district or private school must submit a teacher training proposal to the New Mexico State Board of Education on behalf of the alternative licensure applicant. If approved, the applicant must meet all teaching competencies included in the proposed professional education plan.

New Mexico Department
of Education
Professional Licensure Unit
Education Building
300 Don Gaspar
Santa Fe, NM 87501-6587
(505) 827-6587

New York

Charles C. Mackey, Jr.
Office of Teaching
New York State
Education Department
Albany, NY 12234
(518) 474-3901
tcert@mail.nysed.gov

Note: The items in this summary are taken from a document entitled Teaching to Higher Standards: New York's Commitment. This document was prepared by the Regents Task Force on Teaching and outlines a plan for recruiting and retaining the best and brightest teachers in New York's school system. The plan was adopted in July 1998 and implementation has begun.

Teacher Incentive Program: This aspect of the plan is designed to attract or prepare well-qualified, certified teachers in certification areas and schools with shortages. Qualified undergraduates will be awarded $4,000 scholarships annually for a maximum of four years with the obligation to teach in an eligible school one year for each annual award. Qualified graduate students will be awarded $10,000 scholarships for one year with an obligation to teach three years in an eligible school. Qualified certified applicants will receive a $10,000 bonus with the obligation to teach three years in a high-need school. They will be required to have a Permanent or Professional Certificate and have strong recommendations from the most recent employing school and to meet other screening requirements.

College/University Incentive Program: This will be a competitive program providing a minimum of two-year grants to colleges, working in collaboration with local schools, to improve teacher preparation and attract qualified individuals to teaching.

Business/Industry Challenge Program: This program will provide matching grant funds to a community to help address issues that hinder teacher recruitment. State funds, which must be matched with private and/or local government funds, can address issues related to safety, work environment, parking, housing, and any other issues identified as barriers to teacher recruitment and retention.

New Teacher Certification System: Beginning February 2, 2003 the commissioner will issue an Initial Certificate, valid for up to five years upon evidence that the candidate has completed an approved teacher preparation program, earned a bachelor's and a master's degree and received a recommendation for certification from an authorized institution awarding the master's degree and achieved qualifying scores on the revalidated Liberal Arts and Sciences Test, Assessment of Teaching Skills and Content Specialty Test. A teacher candidate completing all requirements for the initial certificate with the exception of the master's degree may receive a transitional certificate for up to two years provided the first year is mentored teaching. A Professional Certificate will be issued upon evidence that the candidate has completed the equivalent of one year of mentored teaching and completed three years of satisfactory teaching experience.

New Certificates for Classroom Teachers: By September 2000, teacher education institutions will be required to modify their programs to align with the new certificates, which will be issued. The new certificates will reflect students' developmental levels.

Beginning Teacher Salary in 1996-97: $28,749

North Carolina

Department of Public Instruction
310 North Wilmington Street
Raleigh, North Carolina
27601-2821

Project Teach is one part of North Carolina's comprehensive approach to recruiting students into the teaching profession.

- **Middle School Program:** Focuses on parents of promising minority students; emphasis is directed toward helping parents develop the skill necessary to support, encourage and guide their children toward pursuing a career in education.
- **Secondary School Program:** a) Summer Seminar: the program begins with a week long Summer Seminar on a college campus designed to expose students to the realities of teaching through cooperative learning activities.

b) Learning Teaching Adventure (LTA): following the summer seminar the students work as teaching assistants in a designated program such as before and after-school care, summer school assistants, tutors, etc.

c) Senior Preparatory Experience: a community based team is used to increase the number of minority students applying for and receiving state scholarships. Working with the State Department of Public Instruction, the local school system provides activities that will enhance the chances for success. Students are provided free SAT and interview skills workshops, financial assistance information and visits to colleges and universities.

Teaching Fellows Program The Teaching Fellows Program provides a $6,500 per year scholarship for four years to 400 outstanding North Carolina high school seniors. Upon acceptance of the scholarship, the student agrees to teach for four years following graduation from college in one of the State's public schools or United States Government Schools in North Carolina. If the recipient cannot repay the scholarship through service, the loan is repaid to the State with 10% interest. Year-round enrichment activities and programs designed specifically for the participants are preparing Fellows to think in new ways about school structure, collegiality and parental involvement.

Challenge Scholarship Program: This program is used to provide an incentive for students in low-wealth and low-performing school systems to choose teaching as a career.

The Excellent Schools Act: The purpose of this Act is to improve student achievement and reduce teacher attrition. Its focus for teachers includes high standards for teaching, higher salaries for teachers and additional opportunities for increased pay.

The North Carolina Model Teacher Education Consortium is a collaborative effort between eighteen school systems, six colleges and universities, nine community colleges, and the State Department of Public Instruction which provides affordable, accessible, high-quality education/training to aspiring and practicing educators in participating school districts in northeastern North Carolina.

Jean P. Murphy,
919-715-1170/1-800-280-6985
jmurphy@ncmtec.com

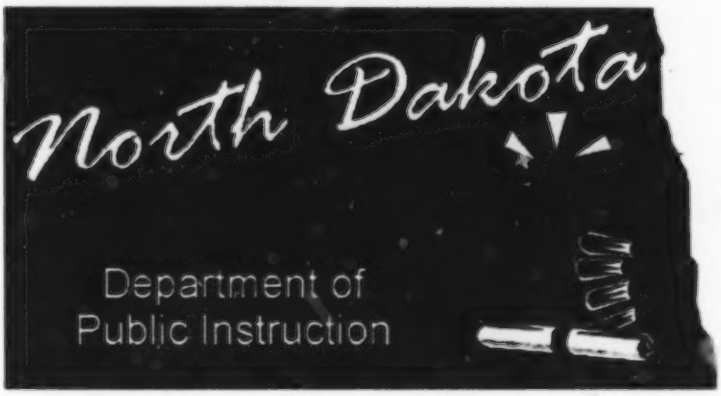
Beginning Teacher Salary in 1996-97: $21,136

North Carolina Public Schools
INFOWEB

Strengthening *the profession* that shapes South Carolina's future -- Teaching

North Dakota

North Dakota Department of Public Instruction
Don Simon
Teacher Certification Division
600 E. Boulevard Avenue
Bismarck, ND 58505-0440
(701) 328-2260



www.sendit.nodak.edu/dpi/index

• North Dakota "grows" more teachers than it can use each year.

•The state has more than enough highly qualified young people from which to choose and the teaching population is very highly qualified as a result.

• Conversely, it is a rather unhappy situation for the young people of North Dakota who do not really want to leave home and who are well qualified and talented, but are forced to work in another field because there are no teaching jobs available for them.

• Some of the new trainees do travel to other regions to be employed.

• Unlike many states which have a growing population, North Dakota's population is shrinking.

Beginning Teacher Salary in 1996-97: $18,889

• There is currently a 1% unemployment rate in most areas in North Dakota, so teacher trainees find other, higher paying jobs.

• The Fargo area produces 500 new teachers each year which is more than the area needs.

• North Dakota is currently 49th in teacher salary, so most trainees become discouraged and choose other professions.

• Fargo itself is experience population growth but the other 98% of areas are undergoing a population decline.

• Even with this excess of teachers, there is a shortage of substitutes.

Emergency License

Only schools may request an emergency license for an individual and only when there is absolutely no certified teacher available to fill the position. This license does not lead to a full North Dakota teaching credential and thus, individuals seeking certification must pursue the traditional education route.

Ohio

Jack Jackson
Executive Assistant to
the Superintendent
Ohio Department of Education
Room 810
65 South Front Street
Columbus, Ohio
43215-4183
http://www.ode.ohio.gov

• Ohio provides incentives to recruit teachers for high-need subjects and locations and to ensure a diverse and representative teaching force.

• The Quality Teaching Fund provides incentive funding needed to implement the state's new teacher standards, prepare and recruit high quality teachers and sustain a high quality teaching force. The cost of this fund is projected at $100 million a year.

• The Ohio Department of Education continues its work toward implementing the new Teacher Education and Licensure Standards and furthering the goal of ensuring every classroom is led by a competent, well-equipped individual.

• Ohio contracts with 40 states including South Carolina in order to grant teaching certificates, under certain conditions, to persons holding teaching certificates from states party to the contract.

Camp Attracting Prospective Educators (CAPE)

Karen Moriarty
Office of Summer
Programs
Mount Union College
1972 Clark Avenue
Alliance, Ohio 44601

• In 1990, a group of concerned Ohio educators initiated discussions about establishing a pre-collegiate minority teacher recruitment in the state. The Ohio CAPE (Camp Attracting Prospective Educators) was established. CAPE is a four day summer camp experience designed to introduce Ohio high school students to teaching and professional education as career possibilities. The camp provides an opportunity for 100 high school students from diverse backgrounds who are interested in the education process to experience a university environment, to develop leadership skills, and positive self-images, to explore a career in education and to interact with peers and professional role models from diverse backgrounds. The purpose of CAPE is to attract the most talented young people available from diverse backgrounds into the teaching profession.

Peer Assistance and Review Program

The Peer Assistance and Review (PAR) program in Columbus Ohio is an example of teachers designing a strategy to ensure quality in the teaching force by negotiating a rigorous peer review system. PAR has two components:

- the intern program for all newly hired teachers, and
- the intervention program for experienced teachers who are having difficulties in classroom teaching.

Approximately 3,400 of the district's 4,700 teachers have been hired since PAR began, meaning three-fourths of the teachers participated in the intern program. According to the State Education Agency, the district has a lower rate of attrition than similar districts because of PAR.

Beginning Teacher Salary in 1996-97: $22,146

Average Teacher Salary in 1996-97: $36,971

Strengthening *the profession* that shapes South Carolina's future -- Teaching

Oklahoma

Office of Governor
Frank Keating
July 13, 1998

Outline of "Speaking Frankly" address

In increasingly technological era, demand for math and science teachers continues to grow.

Solution #1: Offer science and math teachers a $3,000 to $5,000 pay bonus per year.

Solution #2: Require changes in state's alternative certification law. Part time engineers, health care professional and college professors could be used in the schools but not become full time teachers. They could be used as adjunct instructors.

1996-97 Beginning Teacher Salary: $24,015

Welcome to the
Oklahoma State Department of Education

Contact:

Mr. Armando Pena, Director
Oklahoma State Regents of Higher Education, Division of Minority Teacher Recruitment
www.sde.state.ok.us
(405) 524-9197

- Teacher Cadet class in the 12th grade that attracts minority students into teaching.
- Pre-collegiate recruiting class for eighth graders based on South Carolina's ProTeam

Indian Nations at Risk Task Force

Major Areas of concern:
- **Federal funding of Native American education**
- **Teachers and teacher training**
- **Early childhood education programs**
- **Urban and public school education**
- **Adult basic education**

Southwest Educational Development Laboratory (SEDL) "Networkshop" essential question:

How can policy and decision makers recruit, prepare and retain students from different ethnic or language groups in teacher education -- and then as teachers?

Oregon

Tanya Gross
Communications Team Leader
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203
(503) 378-8004 ext. 287
Tanya.GROSS@ODE-EX1.ODE.STATE.OR.US

Teacher Standards and Practices Commission: The mission of this body is to "ensure that every student has a competent and ethical educator." It is a seventeen-member body appointed by the Governor and confirmed by the Senate. It establishes rules for licensing, issues teacher licenses, and handles disciplinary actions. It also adopts standards for teacher preparation programs offered by Oregon colleges and universities.

Teaching Reciprocity: Oregon has teaching reciprocity with Alabama, Arkansas, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, and Washington.

Oregon Successful Schools Program: The program was established to promote and encourage successful and innovative schools. The legislation authorizes cash awards to teachers in schools making progress toward school effectiveness as measured by the results of the statewide assessment. There are two tiers of rewards. In the first tier $1,000 is distributed to each full time teacher employed in a school who applies. In the second tier, an additional $250 will be awarded to each full time teacher employed by the school which applies. Part time teachers will receive percentages based on their employment. The money is to be used for classroom supplies or professional development.

Beginning Teacher Salary in 1996-97: $25,373

All Oregon districts have on-line applications for teaching positions.

New Design of Teacher Licensure: The Teacher Standards and Practices Commission has established a teacher licensure structure that is aligned with the developmental levels of students. This redesign reflects the responsibilities educators will have in the Twenty-first Century schools. The new design makes provisions for entry into the profession from a variety of backgrounds. The Initial Teaching License is valid for three year and only renewable once. During the first year the district provides mentoring and orientation. Continuing Teaching Licenses are to be issued to those who hold a Master's degree or equivalent and demonstrate professional competencies. The license is valid for five years. Renewal will be based on successful teaching and completion of a Continuing Professional Development Plan.

Pennsylvania

George Shevelin,
Teacher Certification and Preparation
(717) 772-4737
Pennsylvania State Dept. Of Education

• More contacts: Fran Price, Dave Helsman, Eric Elliott or Ricki Haas at Pennsylvania School Board Association at (717) 774-2331 and Pennsylvania State Education Association

Alternative Certification

• Pennsylvania is having success attracting teachers through alternative certification.

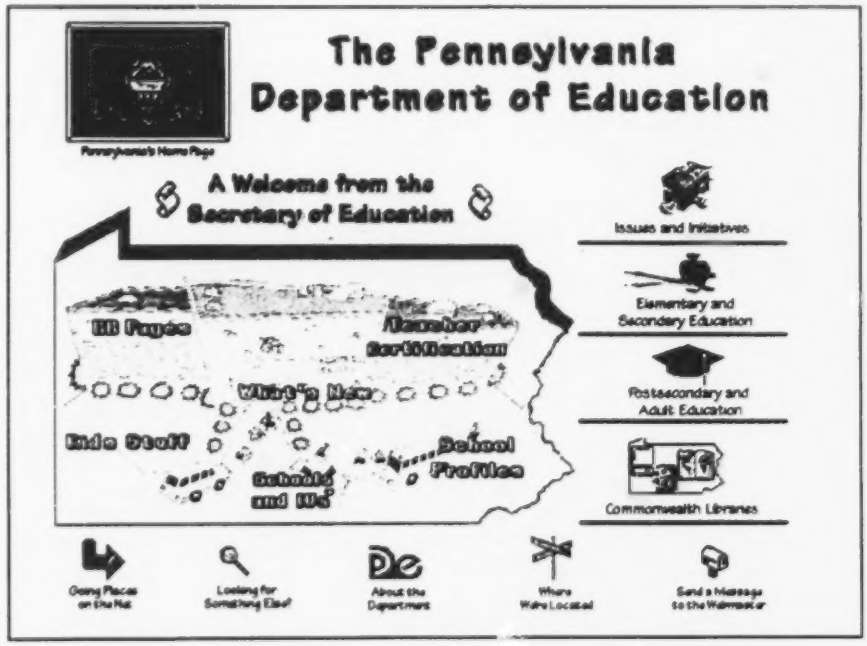
• The Alternative Certification guidelines from PDE allow districts and colleges to develop collaborations to offer individually designed critical needs certification. Candidates have to provide evidence of undergraduate degree with 3.0 GPA or advanced degree in subject area wishes to teach OR minimum of 10 years exceptional service in a career compatible with the subject area intends to teach. Also must show 6 hours college credit in English and Math and must pass Communication, General Knowledge and content area exam as required for any professional educator certification in the state. The program must not exceed 15 consecutive months and includes an initial 3 hour intensive seminar and 9 credit hours of instruction.

Urban Scholars Program

• The Urban Scholars program is funded through the Pathways to Teaching Careers Program via Dewitt Wallace Reader's Digest Fund. It is designed to prepare 10 elementary teachers to teach in an urban setting by utilizing a curriculum that emphasizes the strengths of the urban child and the social context of the urban environment.

1996-97 Beginning Teacher Salary: $29,426

Pittsburgh Public Schools' **Grow Your Own Program** recruits students still in high school. The Pittsburgh program offers loan forgiveness options and induction support in an effort to reach and attract their own students to teaching.


The Pennsylvania Department of Education
A Welcome from the Secretary of Education
Issues and Initiatives
Elementary and Secondary Education
Postsecondary and Adult Education
Commonwealth Libraries
About the Department

Rhode Island

Contact:

Mr. David Roy
(401) 222-4600

1996-97
Beginning Teacher
Salary:
$25,497

Reducing class size is an issue in governor's race

The governor's race in Rhode Island this year hinges on the idea that reducing class size will enable children to learn. Both candidates use this platform for debate.

Republican Governor Lincoln Almond, who wants to remain in office, believes that the plan is too costly.

Challenger Myrth York, citing research from California, plans to initiate legislation to reduce the number of children in the first three grades.

California experienced one problem that the Rhode Island teacher unions claim that they would not. In 1996, when California cut class sizes, a demand for 20,000 new teachers was created. Desperate to put teachers in the classrooms, the state relaxed teacher certification requirements so lower-quality teachers could get in.

York estimates that her plan would produce a need for 563 teachers. Rhode Island experts and teachers' union officials say that there are enough teachers to avoid California's fate – except in Providence, Pawtucket and Woonsocket.

Teacher residency requirements in those poor districts have already created teacher shortages, so a cruel irony exists. The three poor districts who have the greatest need for York's program would be unable to benefit unless residency requirements were removed.

Teaching shortage not felt in Rhode Island

In North Kingstown in mid October 1998, the School Committee cut the district budget by $40,000 – slashing a part-time art and music teacher from the Fishing Cove School.

Until this year, the two teachers taught several kindergarten classes once a week for a half-hour. Now the responsibility for teaching the 342 pupils falls on ten classroom teachers.

The South Carolina Center for Teacher Recruitment

Strengthening *the profession* that shapes South Carolina's future -- Teaching

South Carolina

South Carolina Center for Teacher Recruitment
Ward House
Winthrop University Station
Rock Hill, SC 29733
(803) 323-4032

Janice Poda
Director

www.scctr.org

The South Carolina Center for Teacher Recruitment (SCCTR) provides leadership in South Carolina in the area of teacher recruitment and retention and works collaboratively with other groups and organizations to produce a pool of competent, caring teachers for South Carolina's schools. The SCCTR has been in operation since 1986 and is funded by the South Carolina General Assembly through Education Improvement Act (EIA) funds. The SCCTR and its programs are nationally recognized as models of effective teacher recruitment efforts and have been included in a number of recent reports including *What Matters Most* and *Promising Practices.*

Minority Access to Teacher Education (MATE) at Benedict College

Benedict College's Minority Access to Teacher Education Program was originally funded as a pilot program designed to recruit minority students into teacher education. The activities involve:

· Recruiting college-bound minority students from rural and underdeveloped school districts in South Carolina and encouraging them to pursue teaching careers in the state;

· Identifying and nurturing high school students in grades nine through twelve who have an interest in careers in teaching;

· Providing financial assistance, counseling and tutoring for students enrolling in the teacher education program at Benedict College.

South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT): South Carolina State University

The Program has established four components for the effective execution of its mission and objectives:

· Satellite Teacher Education Program for teacher aides;

· Program for Technical College transfer students;

· Forgivable Loan Program; and

· Academic Intervention Component to assist project participants with meeting teacher education entry, retention, and certification requirements.

African American Teacher Loan Program

The African American Teacher Loan Program's primary goal is to recruit into South Carolina's teaching force African American males who at present comprise less than three percent of the state's teachers. The loan is cancelled by teaching in South Carolina.

Critical Needs Certification Program

The Critical Needs Certification Program (CNCP), sometimes referred to as the "alternative" or "conditional" certificate program, requires a commitment on the part of those who decide to pursue this route into the classroom.

1996-97
Beginning Teacher Salary:
$20,878

South Dakota

South Dakota does not have a teacher recruitment problem because they are able to train yearly more teachers than they need in their own state.

South Dakota has several fine teacher training colleges, and they produce more than they can employ. Since most of their young people want to stay near home, many of them are working at other jobs. Many do, however, travel to other states in order to be able to teach.

South Dakota does not have a large projected growth in terms of population, so this situation is likely to continue for the immediate future.

- South Dakota has 12 institutions which are accredited by NCATE for teacher education programs
- South Dakota has adopted standards for Basic Teaching Programs to Improve Schools (http//:www.state.sd.us/state/executive/deca/account/certif.htm)
- South Dakota State University (www.sdstate.edu) has a program for rural schools and community renewal which has as its mission to promote health and sustainable development for South Dakota rural people, communities, and schools, socially and eductionally, as well as economically. This is a program that is designed to infuse the rural areas with the technology and services.

1996-97
Beginning Teacher
Salary:
$19,820

1996-97
AverageTeacher
Salary:
$26,037

Tennessee

There are 41 teacher preparation programs in Tennessee's colleges and universities. All teacher education institutions must undergo the state program approval process to have their licensure approved. The institutions recommend candidates who successfully complete their approved programs for licensure to the state.

Teacher education candidates must have a minimum 2.5 on a 4.0 point scale on their college course work. For admission to the teacher education program, a candidate must have a 1020 on the recentered SAT.

Teacher candidates must have early, varied and well-sequenced field experiences.

To be recommended for licensure, the candidate must pass the NTE core battery and a specialty area test in the licensure area.

1995-96 Beginning Teacher Salary: $21,537

Contact:
Mr. Morgan Branch
(615) 532-4870

TENNESSEE *Sounds good to me*

Teacher recruitment in Tennessee includes several three-day workshops designed to attract minorities into the profession.

Secretaries' Raises Upset Some Teachers

KNOXVILLE - On September 19, 1998, the Knox County (TN) school system gave 35 secretaries and two other staffers in the central office raises averaging more than $3,000 this year, upsetting teachers who have been unable to get substantial raises from the County Commission.

Paychecks for the 37 office personnel rose almost $119,000 per year starting this spring. Assistant Superintendent Bob Thomas said Friday, but two positions that cost $47,800 annually were eliminated to help defray the cost.

Thirteen central office secretaries will earn more than $30,000 annually thanks to the raises. A teacher with a bachelor degree must work nine years to earn that much.

Thomas pointed out that secretaries work a 255-day contract, while teachers work 200 days.

Two district office secretaries, whose names are released in the report, will soon experience pay increases of 37.8%, from $21,976 to $30,275.

The school board's secretary will receive an $8,169 raise, from $36,044 to $44,213.

Texas

Contact:

Dr. Bill Wale, Director of Education Preparation
1001 Trinity Street
Austin, TX 78701-2603
(512) 469-3000
http://www.sbec.state.tx.us

1995-96 Beginning Teacher Salary: $22,642

Summary

· State Board for Educator Certification statistics showed that Texas was almost 10,000 short of the teachers needed in 1997.

· 1995-96: 97% of teachers in TX were certified

· 50% teach at least one subject outside certified field

· Past ten years: 174,172 certificates issued; 68,602 of those did not teach in the state's public schools in 1997.

· 1997: $3.5 million available to award in scholarships to teacher aides

· 70 institutions with approved educator preparation programs

· 28 alternative teacher certification programs (with 19,455 "graduates" in Texas classrooms.)

· 6 alternative administrator certification programs

· Accountability System for Educator Preparation (ASEP) included in Senate Bill 1, the 1995 rewrite of the Texas Education Code

· 35 of 86 teacher preparation programs have been listed as "Accredited – Under Review" because less than 70% of their African American students passed the certification exam on their first try.

· Texas Southern University and Prairie View A&M, two historically African American institutions in the Houston area, are under review but are making significant gains in teacher education programs.

Precollegiate teacher recruiting programs include a program for honors level students modeled on the Teacher Cadet program. The program, called BEST, involves the best and brightest 12th grade students.

The program, under the auspices of the Rio Grande Valley educational center, has "independent standards," according to the Educator Certification Office. It is *not* state-wide.

The scholarship program for teachers' aides and the alternative certification programs are most successful in attracting teachers during the shortage.

Utah

State Education Agency
www.usoe.k12.ut.us

Ronald M. Stanfield, Ed. D.
Coordinator, Certification and Personnel Development
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 538-7741
RSTANFIE@usoe.k12.ut.us

Christa McAuliffe Fellowship Program:

The Christa McAuliffe Fellowship Program is a federally funded program to provide fellowships to outstanding teachers to enable and encourage them to continue their education, develop innovative programs, to consult with or assist local educational agencies, private schools, or private school systems, and to engage in other educational activities that will improve the knowledge and skills of teachers and the education of students. The applicant must be a full-time public or private classroom teacher in Utah, have completed eight or more years of teaching, and be a citizen of the U.S. Each applicant fills out a packet detailing his/her proposal. Funding is done on the basis of the applicant's salary.

T. H. Bell Incentive Loan Program:

The T.H. Bell Teaching Incentive Loan Program is funded by the Utah State Legislature. The recipients are required to pursue a teacher education program, obtain teacher certification, and then teach in the Utah public schools for a period equal to the time they received scholarship assistance. High school seniors or any junior who will have completed the requirements for an Early Graduation Program, including ACT, may apply. Selection is based on grade point average, ACT or SAT scores and intended teaching field. The loan consists of a waiver of tuition and fees at Utah public institutions and $970.00 at private institutions. It is to be used for a period not exceeding 12 quarters or eight semesters.

Alternative Preparation for Teaching:

The Alternative Preparation for Teaching (APT) program is designed to provide additional flexibility in addressing difficult geographical or subject-matter needs of school districts. Although this process of obtaining certification is different from existing programs, the same standards for quality are required. This program is a cooperative and collaborative effort involving the teacher candidate, the Utah State Office of Education, local school districts, and colleges of education. To be accepted into the APT program, a candidate must :

a. Hold at least a baccalaureate degree from an accredited institution of higher education with a major or minor in a subject taught at the secondary level; and

b. Comply with all non-academic certification specifications of the State of Utah; and

c. Have at least five years of experience related to a major or minor content area not including teaching experiences in public, alternative, private schools, or university.

1996-97
Beginning Teacher Salary:
$21,475

UTAH STATE OFFICE OF EDUCATION

Vermont

Vermont Department of Education
Tom Bisson
802-828-3147

Vermont is very different from South Carolina in terms of education concerns and issues.

- There is no shortage of teachers in Vermont and no shortage is predicted.
- There is no statewide initiative for pre-college recruitment and little interest in implementing a program.
- The state (all local districts) receives many more applications than they have positions to fill.
- The state is 98% white; therefore there is no emphasis on minority recruitment.
- Higher education institutions would like to attract more minorities but there is no program in effect for this purpose.
- Vermont is presently working on a plan of teacher testing for those entering the profession from college and other careers.
- Previous national and state predictions have not materialized in Vermont.
- Little to no problems in subject area shortages exist at this time.
- No statewide recruiting fairs are held. All personnel activities are handled by local districts.

Vermont has a Licensure by Evaluation program for individuals with a bachelor's degree who have documented teaching experience and a certain number of education credits. Eligible applicants go before a review panel at the state department of education for evaluation and potential recommendation for a Vermont teacher license.

1996-97
Beginning Teacher
Salary:
$24,934

1996-97
Average Teacher
Salary:
$35,207

Vermont Department of Education

www.state.vt.us/educ

Virginia

Virginia Department of Education
Office of Teacher Education and Licensure
P.O. Box 2120
Richmond, VA 23218-2120
(804) 225-2022

www.educ.odedodea.edu

Virginia Teaching Scholarship Loan Program: Annually, the Department of Education awards a $3000 grant to a "Commonwealth Scholar" from each of the teacher preparation institutions interested in teaching in a critical shortage area. In Virginia, these areas include special education, chemistry, physics, earth and space science, foreign languages, and technology education. Men at the elementary and middle school levels and minorities in all teaching areas are also eligible for scholarships. Upon graduation and employment in a critical shortage area, the loan is forgiven for 1 and 1/2 years experience in public schools.

"Commonwealth of Knowledge" Education Website: This idea was first unveiled by First Lady Roxanne Gilmore to help teachers across Virginia incorporate the State's Standards of Learning into their lesson plans. It is viewed as a way to share professional knowledge and expertise. Teachers submit lesson plans to a peer review committee composed of Teachers of the Year. If the teacher's plan is approved for posting on the website, that teacher receives 10 points towards his/her professional recertification. As many as three lesson plans per teacher per year may be accepted. A teacher can earn as many as 30 points per year and as many as 90 of the 180 points required every five years for recertification.

1996-97
Beginning Teacher
Salary:
$24,744

Virginia Standards Learning Initiative: More than $25.1 million has been appropriated to train Virginia teachers in implementing their standards of learning so that teachers feel supported and are more at ease with the implementation. This was also done to assure success on the Standards of Learning Tests. This funding is in addition to funds already available to schools for training purposes. Schools, which wish to receive the funding, have to submit an application for review by a peer panel to make sure all the required components of the initiative are addressed.

Regional Teachers of the Year: Virginia names eight regional Teachers of the Year before selecting a final TOY. These eight regional winners serve as a state advisory group for important educational issues and panels. The research indicates Virginia relies heavily on Teacher Leaders for input and advice.

Virginia Department of Education

Washington

Office of the Superintendent of Public Instruction
www.ospi.wednet.edu/

Teachers Recruiting Future Teachers:

• A Washington state nonprofit organization working in public and private partnerships to accomplish three goals:

1. To encourage a culturally diverse population of talented, qualified high school students who will choose to become our future teachers;
2. To give teachers opportunities in leadership to design programs and to guide future teachers;
3. To enhance respect and esteem for the teaching profession.

Teacher Cadet Program

• Adopted the South Carolina Teacher Cadet Program for use in teaching academies in districts throughout the state

Career Fairs:

• WSPA sponsors two Career Fairs in Washington State. Both fairs occur in the Spring on both sides of the state.

-April 13, 1999 in Spokane (Spokane Convention Center)

-April 22, 1999 in Tacoma (Tacoma Dome)

RSVP Washington: Recruitment/Retention System for Vital Personnel in Washington State

· RSVP Washington is a state-wide program funded by the Special Education Section of the Washington State Office of the Superintendent of Public Instruction to systematically recruit special education and related services personnel into public school service. In addition to the retention of qualified, experienced and committed professionals, quality programs in special education depend on the addition of exceptional new professionals. The goal is to ensure an adequate supply of qualified professionals serving students with disabilities in the public schools.

Central Washington University, 400 E. 8th Avenue, Ellensburg WA 98926-7414 Toll Free: 800 963-RSVP / Office: 509 963-1425 / FAX: 509 963-2560
rsvpwa@cwu.edu

Initial Teaching Certificate (valid for four years)

Renewal Of An Initial Teaching Certificate (valid for three years)

Continuing Teaching Certificate (to maintain the validity of the continuing certificate, 150 clock hours of continuing education study and/or equivalent academic credit must be completed every five years)

Substitute Teaching Certificate (valid for life)
Continuing Education Requirement

A requirement that persons must complete 150 clock hours of study every five years approved by a Washington State Board of Education provider of clock hours.

The following agencies may be approved to offer inservice clock hours when in compliance with standards and procedures set forth in Chapter 180-85 WAC:

School districts, educational service districts, private schools, state agencies, colleges/universities, and professional organizations. (In order for professional organizations to become approved providers, they must be nonprofit and have either a committee or board of directors which provides prior approval to proposed inservice education programs).

1996-97
Beginning Teacher
Salary:
$23,933

West Virginia

West Virginia Department of Education
http://www.wvde.state.wv.us

Karen K. Larry
Administrative Assistant to the State Superintendent
Klarry@access.k12.wv.us

Noreita Shamblin
Coordinator, Office of Professional Preparation
Nshambli@access.k12.wv.us

The West Virginia Board of Education shares the concern of the West Virginia Staff Development Advisory Council:

- that professional recruitment and development must be sustained over time,
- there be adequate time for its delivery,
- educators have access to supportive services, including compensation, and
- the entire community understand and accept that professional recruitment and development is critical for educator and student growth.

In West Virginia, the best personnel will be recruited, retained, provided professional development to improve their skills, and will be compensated with competitive salaries and benefits.

There is no statewide effort in recruiting and retention. The 55 local school systems recruit locally.

Supply and Demand

- County personnel directors are responsible for posting approximately 1,800 educational positions during the 1997-98 school year.
- Of the 1,789.05 positions posted, 111.50 were not filled at the time the counties reported to the WVDE. Fifty of those positions were not filled due to the lack of qualified candidates.
- Speech Language Pathologist continues as the specialization most difficult to fill with qualified personnel. Of the 48 positions posted, 15 were not filled. A lack of qualified applicants was the reason given for not filling 14 of the 15 positions.
- Athletic Trainer was also identified as an area that had a significant number of postings (10 of 17 positions were not filled). A lack of qualified applicants was listed as the primary reason that these positions were not filled.
- Only 14 percent of the new postings were filled by first year educators. Of 229 new educators, 43 or approximately 19 percent graduated at out-of-state institutions.
- West Virginia colleges and universities produced 1,460 new teacher education graduates eligible for West Virginia licensure during 1997-98. This represents a decline in the number of teacher education graduates.
- The most common reason (41%) for educators not returning to their positions in the 1997-98 school year was retirement. "Reduction in force" was the second most common reason (13%).
- In West Virginia, currently 67 percent of public school teachers are 40 years old or older. This has implications for impending teacher retirements. Teacher retirement in the state is expected to peak in 2008, yet at the same time a slight decrease in student enrollment is expected. This data will be used to construct profiles in addressing present and future staffing needs.

1996-97
Beginning Teacher Salary:
$21,960

Wisconsin

Wisconsin Department of Public Instruction
Bureau of Teacher Education, Licensing and Placement
125 S. Webster Street
P.O. Box 7841
Madison, WI 53707-7841
Jacqueline Rodman (608-267-9263)

1996-97
Beginning Teacher
Salary:
$24,830

www.dpi.state.wi.us

• Wisconsin has previously required certified substitutes, but since 1995 has put in allowances for three-year substitute permits that allow a person who does not meet the requirements for a teaching license but holds a bachelor's degree to serve as a short-term substitute (20 consecutive days or fewer). These substitutes must receive substitute training and meet substitute requirements.

- Emotional disturbance, speech and language pathology, and technical education.

- There is currently a surplus of elementary school teachers.

A large supply of experienced and inexperienced teachers continues to be available during the current year for Wisconsin public schools in most subject fields.

The largest number of new licenses were granted in elementary education, social studies and English.

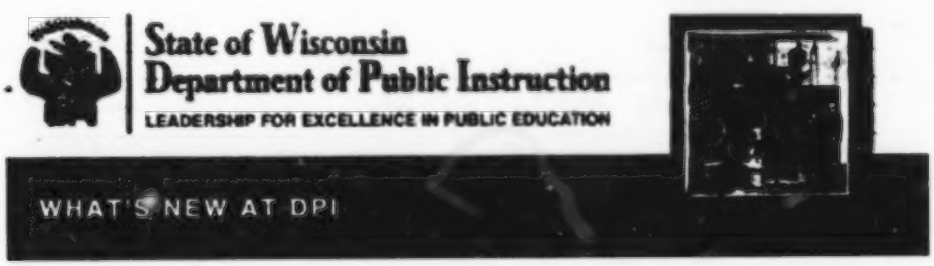
Approximately 48% of newly hired educators had no previous teaching experience.

The number of secondary/specialty teachers prepared declined by 243, an 11% decline, which contributed to increased employability in many fields.

The number of teachers prepared in special education declined by over one hundred teachers from the high of 857 recorded in the 1997 edition of this report. The largest declines were in the certification areas of learning disabilities and early childhood-EEN.

Public universities continue to prepare the large majority of educators (76% of the total) and continue on most campuses to reduce the numbers of students in chronically over-supplied areas such as elementary education, social studies and English.

Supply and Demand of Education Personnel for Wisconsin Public Schools, 1998
Paul Lauritzen, editor



Wyoming

Wyoming Department of Education
1-307-777-7673

Wyoming Education Association
Kim Selin
307-634-7991

- No state-wide recruitment programs
- No major issues of teacher shortages
- Students join the WEA while in college (second year education students); which provides liability insurance while student teaching.
- WEA maintains contact with students throughout their teacher education. It provides support and financial assistance, if necessary.

1996-97 Beginning Teacher Salary: $22,010

Wyoming recognizes a portfolio for certification. The portfolio can be for an added endorsement or full certification. The portfolio is reviewed by a five-member committee and the Board makes the final determination for certification.

Wyoming teaching certificates may be issued to applicants who have completed approved teacher preparation programs at regionally or nationally accredited colleges/universities. The program must have included student teaching. Applications require an institutional recommendation for certification signed by the authorized official verifying completion of the approved program and official transcript(s) supporting the program completion. Applicants must sign a notarized oath and consent form that they have not been convicted of any felony and have not had a certificate revoked or suspended in another state. Wyoming also requires individuals to submit fingerprint cards. The fee is $170.00. Wyoming does not require any national test.

Certificates may be issued for five years to individuals who have met the completed approved teacher mintrain district school offices. The study guides are available on the internet.

Wyoming has a reciprocity agreement with 19 states. This means an individual may receive a Wyoming certificate if he/she has

requirements specific to Wyoming's standards which must be met. These requirements are listed on the back of the certificate. An individual has five years to verify these "requirements" through a portfolio, completion of course work, or approved PTSB workshops.

An individual who has not completed a teacher preparation program has a bachelor's degree and has had a variety of experiences with school age children might be a candidate for a full certification portfolio. Extensive experiences with school age children might meet the student teaching requirement. The individual would have to show how he/she meets all of the Professional Education Standards and the standards for the specific endorsement area.

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Jeffrey-weld@uiowa.edu

APPENDIX A
Title II Grants Provided by the Reauthorization of the Higher Education Act

The state grants will be given to states that propose

1. to reform teacher certification requirements to ensure that current and future teachers have strong teaching skills and content knowledge;
2. innovating reforms to hold teacher preparation institutions responsible for preparing teachers with strong teaching skills and content knowledge;
3. to develop innovative efforts to reduce the shortages of highly qualified teachers in high-poverty urban and rural areas.

The partnership grants for improving teacher education will be given to applicants that are likely to:

1. have the most significant impact on the quality of teaching in high-poverty urban and rural schools;
2. result in improvement of teacher preparation in the areas of mathematics and reading;
3. prepare a significant number of minority individuals (ethnic, language and disabled) to be effective teachers.

Teacher recruitment partnership grants will be available to provide:

1. scholarships for students completing teacher preparation programs;
2. support services (counseling, tutorial services, mentoring, child care, and transportation);
3. follow-up services to former scholarship recipients during their first three years of teaching;
4. payments to school districts to permit release time for paraprofessionals to participate in teacher preparation programs.

APPENDIX B
Results of the Survey Sent to South Carolina Teacher Education Programs to Determine Methods of Counseling Students About Critical Need Areas

(Note: Colleges/Universities are referred to as IHE. All responses are as written on the survey; however, individual names have been replaced.)

1. **Indicate the specific programs and techniques used to recruit teachers in subject areas where there are on-going shortages (e.g., science, mathematics, business education, vocational education, media specialist).**

IHE 1: The Teacher Cadet Program. Program guides prepared for undergraduates and MAT type students includes information about teacher supply and demand. These are given to each student.

IHE 2: The college emphasis is on the Liberal Arts. The program prepares students very effectively in science and mathematics. One of the General Education requirements is that students take "Introduction to Education." Through this course the college tries to encourage them to become education majors.

IHE 3: Several strategies are used at this college to recruit and prepare future teachers in subject areas where on-going shortages exist. These strategies are briefly described below.

All potential students who visit the campus prior to and after admission and who indicate an interest in teaching attend an introductory session on the teacher education program at the college. In this session several key points are discussed. These points include but are not limited to the following:

The program in general;
- General education requirements;
- Professional education requirements;
- Teaching majors and requirements for each;
- Areas of on-going teacher shortages for which the college can prepare future teachers: biology, chemistry, physics, mathematics, French, and Spanish;
- Critical needs areas in South Carolina;
- Critical geographical teaching areas in South Carolina;
- South Carolina Student Loan Corporation and payback of loans with an emphasis on teaching in critical subject areas and critical geographical areas;
- Education program admissions requirements; and
- Advisement program the college.

Upon admission to this college, entering freshmen who indicate an interest in teaching attend an orientation session on a career in teaching. Numerous items (as listed above) are again addressed. Special emphases is given to areas of on-going teacher shortages that students can pursue in the teacher education program.

Interest and teaching majors fairs are held during each academic year. Current teacher education students and faculty participate in these events to help students with decision making about critical teacher shortage areas and other issues related to pursuing a teaching career.

Individual advisement sessions are held with students interested in pursuing teacher education preparation. Requirements are addressed. Areas (both by subject and geographical teaching locations) where shortages exist are discussed. Notices of vacancies and reports of shortages from national, regional, and state data sources are addressed and information is posted and circulated in campus publications and by e-mail.

Students are given the opportunity in required practicums to observe and assist in classrooms of subject areas of on-going critical shortages, especially in those areas cited above where the college offers approved teacher education programs.

Practicing public school teachers serve as cooperating teachers for practicums and as campus seminar leaders for students enrolled in education classes. Teachers from the critical shortage areas are specifically included in these experiences for students.

The campus organization for teacher education students, presents programs periodically on areas of teacher shortages in both academic and geographical teaching areas of South Carolina.

The college participates annually in the research on teacher supply and demand (Teacher Supply and Demand in the United States, American Association for Employment in Education) and receives a copy of the annual report (latest – 1997) which is shared with students, faculty, and the Teacher Education Committee. Areas of shortages and demand are specifically highlighted in program discussions. Both the Teacher Education Committee (that includes faculty, administrators, and students) and the Teacher Education Advisory Committee (that is composed of teachers and administrators from the area school districts) address teaching needs and specific ways to recruit teachers in the on-going shortage fields that the college includes in its programs.

Plans to meet with students in first-year courses in mathematics, science, and foreign languages to discuss teacher shortages in these fields are being considered as an-

other means of on-campus recruiting of future teachers in these fields.

IHE 4:

- This COE serves as College Partner to 14 Teacher Cadet classes in the consortium area.
- Student Academic Services publishes shortage and surplus areas to be given out at Open Houses and other recruitment activities.
- COE assists students by referring them to the Critical Needs Certification program when possible.
- The COE provides a Master of Arts in Teaching program in most of the shortage areas.
- The Phone-A-Thon, held several times a year, gives the COE an opportunity to talk to prospective students about teacher shortages.

IHE 5: This college only has the science education program. At this time there are no specific programs on techniques used to recruit students into this area. The college is exploring ways to generate interest.

IHE 6: This college uses the following techniques to recruit teachers in the Critical Needs Subject Areas:

- The college offers majors in some areas – Art, Mathematics, Science;
- Information on current South Carolina areas of Critical Need are posted on bulletin boards around campus;
- The college provides the South Carolina Teacher's Loan and the application lists areas of need;
- The Financial Aid Office provides information to every new and incoming student regarding the South Carolina Teacher's Loan and areas of Critical Need (geographical and subject).

IHE 7: The college meets with freshmen several times during the freshman year to encourage them to consider teaching in science and mathematics. The college is only getting a few in mathematics education but none in science education. It does not offer majors in business education, vocational education, nor media specialist.

IHE 8: Once each semester the University's Director of the Career Development and Placement Office speaks to the students enrolled in Introduction to Education, advising them of the areas of greatest need and fields in which there appears to be a surplus of teacher candidates. He also does this with the students enrolled in Directed Teaching their senior year.

The situation is somewhat unique, however, for many of the students are seeking

teaching positions in private schools, and there really is no surplus in any teaching area in which the college has programs.

Students are advised orally and in writing of the availability of the services of the Career Development and Placement Office to assist them with career decisions and locating positions upon graduation.

The Career Development and Placement Office provides seminars on careers and employment opportunities throughout the school year.

IHE 9: The college offers degrees in Early Childhood and Elementary Education. There are also degrees in Music Education and Choral Music Education. The college does not have secondary education programs at this time, however, several of the students have found positions in content areas in local middle schools. The Teacher Education program does take care in the placement of student teachers. An effort is made to place students in a variety of diverse settings. Recently two female student teachers had opportunities to do their student teaching in strong, innovative Math and Science classrooms.

Within the methods courses, every effort is made to encourage further study in the areas of Math and Science. Math and Science "phobias" are addressed and attitude inventories implemented. Issues concerning gender and Math and Science are addressed throughout the methods courses. Female students are encouraged to confront their Math and Science fears in order to be better classroom teachers.

IHE 10:

- Met with the Dean and Department Chairs in Science and Mathematics to develop a recruitment plan.
- Ordered copies of Teacher Recruitment brochures available from NEA and distributed at meetings of Math and Science majors.
- Wrote letter of recruitment to all undeclared majors at the college.
- This college does not have business education, vocational education, or media specialist certification.

IHE 11: This college offers elementary education only. No other areas are available.

IHE 12: This college has formed a Task Force to address these shortages. The Task Force is to present a recruitment plan in two months. Presently, faculty are discussing the following strategies:

- scholarships
- learning communities at the freshman level
- internal recruitment of "undecided" majors

- internal recruitment within departments

IHE 13:
- Inform students about the South Carolina Teacher Loan program and the advantages of teaching in a critical needs subject.
- Inform students in classes of critical needs subject areas
- Provide workshops/camps to promote interest in science

IHE 14: The college's initial certification programs in each of the critical areas are on the graduate level. Some programs offer a five-year bachelor/master combination while others are a separate two-year master's degree.

All students in the five-year program are required to complete the Education cognate. Instructors in these courses assign projects, activities and assignments designed to bring attention to the critical subject areas. Since these students have advisement in their major area, information is sent by the College of Education to all areas about teacher preparation programs. Advisement guides provided to all students within the College of Liberal Arts and College of Science and Mathematics include a section on teacher preparation programs.

The College of Education and the College of Library and Information Science attend recruitment fairs at various colleges throughout the state. The college also has information booths at Admission's Open Houses, Scholar's Open House, the University's Showcase, and Homecoming. The College of Education has an open house each afternoon during Summer Orientation.

However, the greatest recruitment tool continues to be involvement in the SCCTR Teacher Cadet and Pro-Team programs. Faculty visit each Teacher Cadet site at least once and host an annual conference and reception for students and parents. Presentations at each of these events stress the critical subject shortages and the many career opportunities in education.

SUMMARY:
- Programs and techniques to recruit teachers in critical subject areas:
- Assignments within the Education Cognate
- Handbook and information sessions for all undergraduate advisors
- Handbook for all students in the College of Liberal Arts and College of Science and Mathematics with special section about teacher preparation programs
- Recruitment booths at graduate fairs, career fairs, open houses and orientations
- Teacher Cadet Program
- Pro-Team Conference

2. What is the role of the college advisor in encouraging students into critical needs areas? How is the effectiveness of these efforts measured?

IHE 1: It is the responsibility of the advisor to make students aware of the high demand areas in education. These efforts are measured simply by the numbers of students changing from one teaching field to another.

IHE 2: The college encourages students through the Liberal Arts program to explore all areas.

IHE 3: The role of the college advisor in encouraging students into critical needs areas is multi-faceted. Responsibilities include but are not limited to the following:

- Providing information on critical needs areas (both subject areas and geographical teaching areas) including information from national, state, and local reports.
- Counseling students about major areas of study, and especially if students are undecided about a teaching major.
- Providing a databank or printed list of teaching needs areas/job opportunities.
- Giving students opportunities to visit, observe, and assist in classrooms representing the critical needs areas.
- Assisting students in securing financial resources that encourage their commitment to teach in the critical areas.
- Providing professional and academic advisement and support.
- Disseminating information on teaching/learning styles for all students, including those "at-risk."
- Ensuring exposure to the critical needs areas prior to making a decision on the teaching major.

Effectiveness of these activities is monitored by records maintained on each one, as well as noting student interest, enthusiasm, decision to teach in critical needs areas, and any problems encountered. The bottom line of the effectiveness measurement of the College is: HOW MANY STUDENTS COMPLETED THE PROGRAM AND ENTERED A CRITICAL NEEDS TEACHING AREA/ GEOGRAPHICAL AREA. The results are reported to the students, faculty, Teacher Education Committee, administration, and the College Board of Trustees in the annual implementation and evaluation report issued each fall and are based on the previous year's work.

IHE 4: Students are assigned to college advisors based on the major declared by the student. Advisors do assist students in making decisions, but there is no concentrated effort to encourage students to change from a surplus area to a shortage. At orientation, the Advisement Coordinator presents students with information on shortage and surplus areas.

IHE 5: This has never been evaluated at this college. It will be brought to the attention of the Administrative Council at the next meeting.

IHE 6: The college advisor gives students information on areas of Critical Need and job availability in each area. Each student has at least a one hour advisement appointment each semester prior to registration to discuss such issues and advisors are available for appointments at all times. A Teacher Education Forum is held twice a year and information is shared at these meetings also. The institution is not aware of a specific tool used to measure effectiveness, but the advisement program is excellent.

IHE 7: The freshman advisers have been selected to advise students with an interest in teaching. Many students do not have backgrounds for science and mathematics education. The program for advising students into science and mathematics education has not been very successful.

IHE 8: All academic advisors are provided information on critical needs and surplus areas by the Career Development and Placement Office at least annually.

All students graduating are surveyed toward the end of their senior year to determine whether they have secured employment and whether they feel the services provided by the Career Development and Placement Office met their needs.

IHE 9: The college advisor is instrumental in encouraging students to accept teaching positions in all areas. The director of teacher education and the students' records officer keeps job openings on file in the education office. There is no specific evaluation instrument in place to measure program effectiveness – however, all of the institution's graduates have jobs. Out of thirty graduates, one student teaches math only. All others teach all subjects in an elementary setting.

IHE 10: All students interested in declaring a major or minor in education attend a declaration of major seminar. At this seminar, students are informed of critical needs areas. The college reports number of graduates in each area annually.

IHE 11: The heart of the college's ethos is service and "ministry." As such students are encouraged to serve in at-risk settings throughout their programs. Critical needs areas are addressed by financial aid for grants, etc. upon admissions.

Most of the grads go into Christian schools or leave the state because of the demographics of the student body. At present the number going into a "critical needs area" would be very small – the college has between 25-30 graduates a year. Several (over last 3 years) are teaching in at-risk but not necessarily CNA schools. We track all graduates for placement.

IHE 12: Advisors play a minor role in this regard. When education professors first have contact with students, they have already decided major or minor area. Few students change their plans.

IHE 13:

- South Carolina Teacher Loan program-advisors play an important role in getting this information to students
- Informing students in classes-the instructor of the class is responsible for this, but they are always faculty advisors as well
- Open House-faculty advisors are always present for open house and can answer questions about the critical needs area and the opportunities provided through the South Carolina Teacher Loan program
- Workshops/camps to promote interest in science-typically, this is an activity handled by an individual faculty member who is not serving in the role of an advisor
- Helping students in critical needs areas to be successful and continue to pursue teaching as a career—advisors play an important role in encouraging and helping students to stay in college, especially if their interest is in one of the critical needs areas
- The college does not have in place any method for measuring the success of the efforts.

IHE 14:

Students in critical subject area majors have the information in their student handbooks about the teacher preparation programs. The advisor helps this student meet the program requirements for admission through their academic study and testing. Within the College of Education, the Office of Intercollegiate Teacher Education and Student Affairs offers assistance to students interested in pursuing teacher education. While the staff members in this office cannot serve as official advisors, they do have information about the critical shortage areas and they can help students develop a program of study to prepare them for the teaching career. While students can make appointments for one-on-one advisement, the college also hosts group advisement sessions throughout the semester. The Career Center has a counselor who works with the education students to provide job availability information and placement services.

APPENDIX C
Recommended Revisions to the South Carolina Teacher Loan Program

1. The definition of "Critical Geographical Areas" should be changed to coincide with the definition used with other programs such as the Federal Perkins Loan Program. This suggestion is based on an effort to eliminate the continual confusion that borrowers experience when certain schools are eligible under one definition but not the other.

2. Change the cancellation provisions so that the individual can repay the loan by teaching one year for each year the loan was received. Currently it takes five years to repay the loan no matter how many years the loan was received. For example, if an elementary teacher received the loan for one year, he/she would have to teach five years in a rural school to repay the loan. A person who received the loan for four years would also have to teach five years to repay the loan.

3. Change the cancellation provisions so that an individual who teaches in a critical subject area will be cancelled at 25% (increased from 20% in current statute), teaching in a critical geographic area will result in a 33 1/3% cancellation (increased from 20% in current statute) and teaching in both critical subject and geographic areas simultaneously be cancelled at the rate of 50% per year (increased from 33 1/3% in current statute). This suggestion is based on a continual problem of enticing students to critical geographic areas.

4. If the recipient cannot repay the loan through service, the loan must be repaid to the State with 10% interest (decreased from current 12% interest rate).

5. Increase the annual maximum amount of assistance available to South Carolina Teacher Loan recipients to $4,000 for college freshmen and sophomores and $6,000 for juniors, seniors and graduate students. Currently the approximate cost of a college education at a public institution in South Carolina is $8,000 per year. Most students who qualify for the Teacher Loan Program will also qualify for the LIFE scholarship. These amounts of money are in keeping with the rising costs of tuition and related expenses since the inception of the program.

6. Establish and provide the updated list of critical subject areas and critical geographic areas annually by December 31. The South Carolina Student Loan Corporation needs this information to publish the applications for the Teacher Loan and to market the program to prospective recipients. Teacher Loan recipients need critical geographic areas in time to make decisions regarding job offers for the subsequent school year.

APPENDIX D
Suggested Legislation for the Teaching Fellows Program

South Carolina Teaching Fellows Commission established.
There is established the South Carolina Teaching Fellows Commission. This Commission shall exercise its powers and functions independently of the State Board of Education and the State Department of Education. The South Carolina Center for Teacher Recruitment shall provide staff and office space to the Commission.

Membership.
The Commission shall consist of 14 members as follows:

- The Chairman of the State Board of Education, or his designee;
- The Lieutenant Governor, or his designee;
- Three persons appointed by the Governor;
- Three persons appointed by the Senate on the recommendation of the President Pro Tempore; and
- Three persons appointed by the House of Representatives on the recommendation of the Speaker.
- Three persons appointed by the Chairperson of the South Carolina Teacher Forum.

Terms of commission members appointed under this section expire on June 30 of the year of expiration. Initial appointments made by the Governor, The President Pro Tempore, the Speaker and the Teacher Forum Chairperson shall include one appointment to a two-year term; one appointment to a three-year term; and one appointment to a four-year term. Subsequent appointments are for a term of four years.

Each of the appointing entities shall seek to achieve a balanced membership representing, to the maximum extent possible, the State as a whole. The Commission members shall be chosen from among individuals who have demonstrated a commitment to education.

In the event a vacancy occurs for any reason, the vacancy shall be filled by appointment by the entity that made the appointment. The new appointee shall serve for the remainder of the unexpired term.

The chairperson shall be elected by the appointed members of the commission by a simple majority.

Members of the Commission shall receive per diem and necessary travel and subsistence expenses in accordance with State statues.

The Commission shall meet regularly at times and places the chairperson deems necessary.

Teaching Fellows Program established; administration.

A Teaching Fellows Program shall be administered by the South Carolina Teaching Fellows Commission. The Teaching Fellows Program shall be used to provide a four-year scholarship loan of six thousand dollars ($6,000) per year to South Carolina high school seniors interested in preparing to teach in the public schools of the State. The Commission shall adopt very stringent standards, including minimum grade point average and scholastic aptitude test scores, for awarding these scholarship loans to ensure that only the best high school seniors receive them.

The Commission shall administer the program in cooperation with teacher training institutions selected by the Commission. Teaching Fellows should be exposed to a range of extra-curricular activities while in college. These activities should be geared to instilling a strong motivation not only to remain in teaching but to provide leadership for tomorrow's schools.

The Commission shall form regional review committees to assist it in identifying the best high school seniors for the program. The Commission and the review committees shall make an effort to identify and encourage minority students and students who may not otherwise consider a career in teaching to enter the program.

All scholarship loans shall be evidenced by notes made payable to the Commission that shall bear interest at the rate of ten percent (10%) per year beginning September 1 after completion of the program, or immediately after termination of the scholarship loan, whichever is earlier. The scholarship loan may be terminated by the recipient withdrawing from school or by the recipient not meeting the standards set by the Commission.

The Commission shall forgive the loan if, within seven years after graduation, the recipient teaches for four years at a South Carolina public school. The Commission shall also forgive the loan if, within seven years after graduation, the recipient teaches for three consecutive years, unless the recipient takes an approved leave of absence, at a South Carolina public school in a local school district that, at the time the recipient accepts employment with the district, is a low-performing school system identified in accordance with the Education Accountability Act or is on warning status as defined by the State Board of Education. The Commission shall also forgive the loan if it finds that it is impossible for the recipient to teach for four years, within seven years after graduation, at a South Carolina public school, because of the death or permanent disability of the recipient.

All funds appropriated to or otherwise received by the Teaching Fellows Program for scholarships, all funds received as repayment of scholarship loans, and all interest earned on these funds, shall be placed in a revolving fund. This revolving fund shall be used for scholarship loans granted under the Teaching Fellows Program. The revolving fund shall also be used for campus and summer program support and costs related to disbursement of awards and collection of loan repayments.

APPENDIX E
Suggested Legislation for The South Carolina Governor's School for Teaching

South Carolina Governor's School for Teaching established; powers and duties of trustees

The sum of _____ in fiscal year 1999-2000 is appropriated to _____ for the establishment of the South Carolina Governor's School for Teaching. The School shall operate under the South Carolina Governor's School for Teaching Board of Trustees. It shall be the function of the South Carolina Governor's School for Teaching, through itself or agencies with which it may contract, to provide career teachers and aspiring teachers with opportunities for renewal experiences which will encourage them to remain in the teaching profession, to provide a laboratory where aspiring teachers can work with exemplary experienced teachers, and to enhance the study of teaching and teachers by high school and college students who are aspiring to enter the profession.

A representative Board of Trustees (ensuring representation by teachers) functioning as an independent unit with a separate program and budget shall be appointed as follows:

- The State Superintendent of Education, or his/her designee;
- The Lieutenant Governor, or his/her designee;
- Three persons appointed by the Governor;
- Three persons appointed by the Senate on the recommendation of the President Pro Tempore;
- Three persons appointed by the House of Representatives on the recommendation of the Speaker; and
- Three persons appointed by the Chairperson of the South Carolina Teacher Forum.

The Board of Trustees will have all powers and duties as necessary or appropriate for the effective discharge of the functions of the South Carolina Governor's School for Teaching.

APPENDIX F
Recommendations for Competency-Based Compensation

The purpose of a competency-based compensation plan is to provide salary increases at strategic points in a teacher's career: after earning a license to teach, obtaining a continuing contract, renewing a license, submitting a teaching portfolio, obtaining National Board Certification and/or for performing extra duties.

Level One: Graduates of Performance-Based Teacher Preparation

- Teacher education graduates must demonstrate teaching ability that meets state performance standards, not just pass a set of required courses.
- Teacher education graduates must demonstrate proficiency on the PRAXIS II (Principles of Teaching and Learning and the specialty area exam).
- In order to support new teachers, add ten additional contract days to new teachers contracts to help them prepare for their new assignments and acclimate themselves to their schools.

Level Two: Continuing Contract Status

- Teachers who successfully complete the induction program and the rigorous, performance-based evaluation required by ADEPT and obtain continuing contract status, will be paid a $5,000 increase.

Level Three: Renewal of License

- Teachers who complete requirements for renewal of their license and demonstrate improved skill and knowledge will be reimbursed for their preparation up to $2,000 per renewal period.

Level Four: State Recognized Teaching Results

- Teachers may develop and submit a portfolio that includes evidence that demonstrates their knowledge, skills and teaching performance meets a set of standards similar to the general proficiencies established by the National Board for Professional Teaching Standards.
- Teachers are eligible if they have taught in South Carolina for three years, attained continuing contract status, and have satisfactory evaluations by their school district.
- The accuracy of the evidence submitted in the portfolio by the teacher must be verified by the school district.
- Portfolios are evaluated by individuals trained to assure the reliability and validity of the assessment.
- Standards and assessments will be field tested the year prior to full implementation of the process.
- Teachers whose portfolios meet the established standards are eligible for a $5,000 increase.

Level Five: National Board Certified Teachers

- For teachers to be eligible, they must meet the eligibility criteria established by the National Board for Professional Teaching Standards.
- Teachers pursuing National Board certification will receive a scholarship of $1,000 towards the application fee of $2,000. Teachers must submit a portfolio to the National Board in order to be eligible for the scholarship. If the teacher receives certification, he/she is reimbursed the additional $1,000 application fee. The Board certified teacher will receive a 12% salary increase for the life of his/her certificate (10 years). If the certificate is satisfactorily renewed, the teacher will continue to receive the 12% increase.

Level Six: Extra Work Assignments

- Teachers who take on additional responsibilities will be compensated (e.g., serving as a mentor teacher, providing new teacher development, providing professional development, etc.).

APPENDIX G
Proposed Legislation for Removing Caps on Retirees Compensation

Permit retired teachers to work as teachers in low-performing public schools without losing retirement benefits.

The computation of post-retirement earnings of a beneficiary who has retired shall not include earnings while:

The beneficiary is employed to teach in the teachers' area of certification in a low-performing school as defined by the Education Accountability Act. If the designation of low-performing is removed while the beneficiary is employed to teach at the school, the provisions of this section apply for the next two school years after the designation is removed; or

The beneficiary is employed to teach in a public school in the teacher's area of certification in a geographical area in which the State Board of Education determines that there is a shortage of teachers in the beneficiary's area of certification.

The State Department of Education shall certify to the Retirement System that a beneficiary is employed to teach by a local school district under the provisions of this section.

Beneficiaries employed under this section are not entitled to any benefits otherwise provided.

A local board of education may pay a retired teacher, as that term is defined above, no more than the employee would have received on the teacher salary schedule had the employee not retired.

"Retired teacher" means a beneficiary of the State Employees' Retirement System of South Carolina who is determined by a local school district to have had satisfactory performance during the last year of employment by a local school district.

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